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ABSTRACT

A National Association of State Boards of Education (NASBE) project to develop a systematic collaborative approach to the development of policies and programs for career education emphasized the relationship between career education and the Youth Employment and Training Programs. NASBE worked with five states (Louisiana, Michigan, Mississippi, New Jersey, and New York) to identify problem areas between career education and Comprehensive Employment and Training Act (CETA) in terms of meeting needs of CETA-eligible youth. States indicated such concerns as development of quality programs, more involvement by the educational system in program planning and initiation, and initiating or increasing private-sector involvement. Responses included dissemination of information on exemplary models and federal or state-level funding, establishment of a network of exemplary programs for the CETA planning cycle, and inducement and technical assistance for innovative projects involving collaboration. A multi-media presentation outlining the process for policy development and state activities was developed. States presented their recommendations on new initiatives or changes to improve youth employment programs to members of the Vice President's Task Force on Youth Unemployment and staff from federal agencies, congressional offices, and national education associations. (Attachments, amounting to over one-half of the report, provide project materials, including needs assessment and evaluation forms and results.) (YLB)

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Career Education

Policy Development and Implementation:

A Collaborative Approach

October 1979

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EXECUTIVE SUMMARY

The purpose of the project was to address the areas of collaboration between career education and the Youth Employment Training Programs (YETP) under CETA Amendments of 1978.

During the project period NASBE worked with five project states to discuss and identify problem areas between career education and CETA in terms of meeting career education needs of CETA-eligible youth. Each of the participating states indicated that they were concerned with the development of quality programs for this population, more involvement by the education system in the planning and implemention of programs and initiating or increasing involvement of the private sector.

The responses to these problems varied from state to state although there were some actions that were suggested in each state. These included the dissemination of information on exemplary models within the state, dissemination of information on funding generated at the federal or state level related to these programs with details on how and what the funds may be used for. Other state-specific actions suggested were the establishment of a network of exemplary programs for the CETA planning cycle and role of the school in that cycle; inducement for innovative projects involving collaboration and providing technical assistance on how to jointly develop CETA-youth programs.

A multi-media presentation was also developed outlining the process for policy development and activities of the project states.

The project states also participated in a White House meeting to present their recommendations on new initiatives or changes to improve youth employment programs to members of the Vice-President's Task Force on Youth Employment. State representatives also made presentations on the same issue to staff from federal agencies, congressional offices and national education associations at a day - long workshop.

INTRODUCTION

The unemployment rate for youth has been two and three times the national average for several years.

The President's 1978 Employment and Training Report indicates that two recent developments have intensified the need to understand the nature and causes of the youth unemployment problem; namely,

- o the labor market situation of minority teenagers has deteriorated while that of white teenagers has improved slightly; and

- o temporary periods of unemployment for youth appear, contrary to general belief, to hamper them in their young adult work-life in terms of stable employment and adequate income from earnings.[1]

The unemployment of young people is partially explained by factors such as: youth population increase, economic recession, youth mobility and location of jobs, employers' reluctance to hire young people, and school-to-work transitional problems. The last factor--youth's preparation for the world of work--has the most relevance to the education system and is one to which the education system has been able to respond and react.

A young person's preparation for work can be considered in terms of basic education with certain competencies and marketable skills. At the present time, however, a significant number of teenagers are suffering from inadequate education or basic training.[2] In addition to few job skills and little or no work experience, these young people often have limited information about career opportunities and labor market information to assist them in making a career choice and searching for jobs.[3]

There are no indications that the magnitude of the youth employability or employment problem can be easily dealt with. Lester Thurow estimated that although there will be a demographic decline in the youth population in the next five to ten years, the youth unemployment problem will not get smaller. He considers that the number of 16 to 24 year olds will rise to 36.1 million in 1980 and fall to 34.4 million in 1985. However, the beneficial effects of this decline in population will be offset by a rising labor force participation rate of the 16 to 24 year olds, and in the ten-year period between 1975 and 1985, while the 16 to 24 year old population is expected to rise by only 0.3 million, the labor force is estimated to increase to 0.5 million.[4] Both Thurow and the Congressional Budget Office estimate that in order to reduce the youth unemployment rate by 1.5 pecentage points, the national unemployment rate must be reduced by one percentage point.[5]

Indications are, therefore, that the employment or employability problem of young people has the potential for being a long-term issue. However, legislation such as the Youth Employment and Demonstration Projects Act of 1977 (YEPDA) the CETA Amendments of 1978, the Career Education Incentive Act and the evolving climate for bridge-building between the education and employment and training communities, provides an opportunity to work toward ameliorating these problems and reversing this cycle of unemployment. There is an expectation that these pieces of legislation will then enhance the effectiveness of existing collaborative efforts by disseminating these practices to a wider audience and (ii) maximize resources by studying the transferability of certain aspects of education programs and their applicability to employment and training programs for youth.

The Comprehensive Employment and Training Act provides training, public service jobs, and other services leading to unsubsidized employment for economically disadvantaged, unemployed, and underemployed persons. Its present funding level is $11 billion. The level of expenditure for CETA is equal to or exceeds the total appropriation for the U.S. Office of Education, including the programs for student assistance for post-secondary education. In FY 1979, the U.S. Department of Labor (DOL) expects to impact approximately 2.5 million youth with a $1 billion appropriation through the CETA programs. An additional 1.9 million youth will participate in other Department of Labor programs. (Additional 1.9 million youth will participate in other Department of Labor programs.) With this new emphasis on youth programs by the Department of Labor, special attention needs to be paid to aspects of youth employment programs such as duplication of resources, quality control in curriculum content and teacher certification; standards for institution eligibility to provide education programs; and location of these programs for low-income students in a regular high school or in a CETA program operating in the community.

The Youth Employment and Demonstration Projects Act of 1977 (YEPDA) amends the Comprehensive Employment and Training Act (CETA), and addresses those aspects of the youth unemployment problem which we outlined above: providing youth adequate preparation for the world of work and increasing the employability skills of young people. Integral to this legislation is career exploration, counseling services and academic tutoring in addition to work experience or on-the-job training.

The objective of the largest of the four titles, the Youth Employment Training Program (YETP), is to enhance job prospects and career preparation of low-income youth who experience the most severe problems in attempting to enter the labor market.[6] Work experience, counseling, guidance, placement services, a related academic program, are all primary elements of YETP.[7] At least 22% of the funds assigned to CETA prime sponsors must be used for in-school youth through an agreement between the CETA prime sponsor and local education agency (LEA).

This 22% set-aside is important since it mandates communication between the education and employment and training systems. The establishment of this linkage as well as the objectives of YETP facilitate the utilization of successful components of the traditional educational system. In addition, YETP has proved to be a significant source of revenue and an incentive for schools to establish CETA/LEA agreements to provide programs and services for CETA/YEPDA targeted in-school youth.

In some instances, the amounts allocated to school systems has been substantially more than 22%. In some areas the YETP allocation to fund in-school youth programs has been between 28%-48%, providing the secondary education system an additional $192,000 to $1.5 million. Nationally, the average is 50%.

Both legislatively and operationally, the emphasis of YETP is on career awareness, career exploration, and job counseling coupled with academic preparation.[8] This is conceptually very similar to the policies and programs of career education.

Career education's main thrust is on "providing students with skills and attitudes necessary for changing in the occupational society, including: (a) basic academic skills; (b) decision-making, job-seeking, job-getting, and job-holding skills; and (c) good work habits and a personally meaningful set of work values."[9] "Career education seeks to play a supportive role in the attainment of specific marketable vocational skills which are necessary for entry into paid employment so that students can become aware of and explore occupations through direct interaction with the business, private non-profit and public organizations.[10]

In those elements which are relevant to the YETP program components such as counseling, job placement and use of the community, career education has contributed greatly to the quality of information available to school counselors by providing examples of practices in the areas of career awareness, career exploration, and values clarification utilizing community resources.[11] These include:

- identification of community career education resource person;
- providing observational experiences (including shadowing experiences) for students in the business/labor/industry community;
- providing career exploration experiences (including both unpaid work experience and internships) for students in the community; and
- providing part-time and full-time job placement programs for students.[12]

In considering the relation between career education and the YETP program in terms of program effectiveness, we need to bear in mind the analysis of program strategies developed by Garth Magnum in his paper, "Career Education and the Comprehensive Employment and Training Act." He outlines those program strategies which appear to aid youth in making successful adjustments to work and adulthood.

They include the following components:

- o programs which aim at increasing the educational attainment level;
- o work experience relevant to vocational objectives or career development (promoting career exploration, and career decision-making);
- o increasing the extent of labor market information and world-of-work understanding;
- o programs offering career information and labor market exposure; vocational training and counseling;
- o program strategies to improve coping skills (developing and executing plans, working with others, problem solving, processing and interpreting information, and working within an authority structure); and
- o experience rewards for accomplishments.[13]

Many of these components will be recognized by program developers and planners of CETA/YEDPA and Career Education programs. There are insufficient human and fiscal resources to justify duplication and/or re-development of expertise, experience and knowledge bases. To expedite the provision of services to youth and to facilitate the implementation of CETA/YEDPA, it is important to consider incorporating those components which have been designed and tested under the Career Education rubric for several years.

The Purpose

The purpose of this project was to address the areas of collaboration between career education and the YETP programs under CETA/YEDPA. This coordination was the focus of activities in five states. A task force was established in each of these states and worked through a series of steps to deal systematically with specific career education/YETP coordination issues and to develop courses of action. This process has been developed by the National Assocation of State Boards of Education as a comprehensive approach to policy making. The complete process has eleven steps and is used by state boards of education to develop new policies. A multi-media presentation, was developed which described the full process in one part of the presentation and the partial process utilized by the task forces in five states in the remainder. This model for collaborative policy development has been disseminated through articles, a multi-media presentation and on-site technical assistance visits to states as they were developing their own career education policies and programs.

The Objectives

The National Association of State Boards of Education identified three (3) program objectives to achieve the specific purpose of the project. These were:

A. to develop a collaborative process to address an issue and develop responses,

B. to develop a multi-media presentation delineating the eleven step comprehensive approach to policy making and reflecting the process and outcomes of the five task force meetings, and

C. to provide technical assistance to states through meetings, articles and on-site visits.

PROJECT DESIGN

The Process

The first stage of the project involved the development of the collaborative process in a select number of states through a task force mechanism. The members of the task force addressed issues related to career education/CETA collaboration and suggested courses of action to respond to those issues.

During the first weeks of the project, discussions were held by NASBE staff with the Office of Career Education. These centered on the purpose of the project and its various stages. It was agreed that the project should focus on updating career education policies and programs based on the major pieces of legislation that included aspects of career exploration, career awareness and general orientation to the world-of-work. These are the CETA Amendments of 1978 (PL 95-524), the Elementary and Secondary Education Act (PL 95-561) and the Career Education Incentive Act (PL 95-207).

The following section indicates the activities which were carried out under the first project objective.

Objective A: Collaborative Process Development

A.1 Selection of states

During the first few months of the project period, discussions were held with several associations and agencies on the interest and capability of states to focus on the relationship between CETA in-school youth programs and career education. These included the Office of Career Education, USOE; Office of Youth Programs, DOL; National Manpower Institute and the American Association of Community and Junior Colleges. In addition, NASBE drew on its knowledge of the states based on a previous U.S.O.E. career education project and site visits made during a previous Ford Foundation project on CETA/YEDPA.

A letter of invitation to be involved as one of the five project states was sent to the following:

Colorado	Minnesota
Connecticut	Mississippi
Louisiana	Montana
Maryland	New Jersey
Michigan	New York

This letter specified the purposes and activities of the project in terms of the relevant pieces of legislation (the Career Education Incentive Act and the CETA Amendments of 1978), their complementarity for in-school youth and the need to consider appropriate next steps in the state to maximize resources fully and develop programs and services for CETA-eligible in-school youth.

This letter was sent to the Chairperson of the State Board of Education with the copy sent to the Chief State School Officer and State Career Education Coordinator. (A copy of the letter is included as Attachment A) The following states replied affirmatively to the invitation:

Louisiana
Michigan
Mississippi
New Jersey
New York

They indicated in their reply that they would be interested in updating their career education policy to reflect the new legislation. The names of these states were forwarded to the Office of Career Education for approval, which was given.

The remaining states did not want to participate for a variety of reasons. These were:

Colorado - felt that they were already addressing the issue.
Connecticut - felt that they were already addressing the issue.
Minnesota - are not accepting or being involved in activities with federal funds for Career Education.
Montana - no funds to support the project activity.

A.2 Selection of Task Force participants

When the selection of the states had been made, the specific project activities were discussed with the State Career Education Coordinator in each of the five states. These included (i) the information of the Task Force to address CETA-Career Education questions, and (ii) the first visit to each state by NASBE personnel to gather data on the considered needs of CETA-eligible youth for career education.

NASBE staff indicated that the Task Force should include representation from the following groups:

--Governor's office
--State Employment and Training Council
--State Board of Education
--State Department of Education
--School Boards
--LEAs
--CETA Prime Sponsors

The State Coordinator for Career Education was responsible for selecting the person he/she considered most appropriate and knowledgeable in this area in the specific state. Also, depending on the sources of career education policy, additional representatives were included from the state legislature, Career Education Advisory Council, business sector and unions.

A.3 Task Force Meetings

The format of these state visits was in two parts: (i) individual meetings with each of the members of the Task Force to learn their opinions on the needs of CETA-eligible youth and the complementary role to be played by CETA and Career Education resources, during the first visit and (ii) a meeting of the task force to discuss the results of the needs assessment questionaire, determine the most important areas for consideration and identify possible ways to respond to these areas.

The needs assessment instrument was developed from several resources including:

(i) needs assessment questionnaires used by the states in their assessment of career education needs; this was used by them to develop their state career education plan;

(ii) memorandum by Dr. Hoyt on action ideas for coordinating activities under the Youth Employment Training Program of CETA with the Career Education Incentive Act;

(iii) intent of the three pieces of legislation on youth employability, mentioned earlier.

The questionnaire was organized into four sections, each with one of the following objectives:

1. to assess the career education needs of CETA-eligible youth in areas such as decision-making, development of positive attitudes, occupational interests and aptitude.

2. to assess the roles and responsibilities of the schools, CETA prime sponsors and community based organizations in meeting those career education needs of CETA-eligible youth, asking who is currently meeting those needs and who should be.

3. to assess which areas agencies might need assistance in helping to meet the identified needs of CETA-eligible youth.

4. to assess the most relevant ways for the state's education and employment and training systems to work closer together in the area of career education.

A copy of the needs assessment questionnaire and Dr. Hoyt's memorandum are included with the report as Attachments B and C.

Before we discuss the individual state visits in terms of the results of the needs assessment and responses, we will outline the general process used in the task force meetings to help policy makers in dealing systematically with complicated and sensitive issues. This process has been developed by NASBE over the past four years in working with state boards of education to develop new education policies. In its entirety, the eleven step process may take several months, which would include monitoring and evaluating the new policy.

This, of course, was not within the realm of this project. In several states, the task force was able to work through the first few steps to identify the nature of the problem and some responses. The full process for developing a new education policy by a board is described below and the state-specific information is given later in this section.

(Step 1): Problem Identification

The first step is simply to recognize that the need for a new policy exists, or appears to exist. At this point the board must decide whether the issue seems to warrant any further discussion. If it does, the board will acknowledge this and schedule the issue as a specific item for an upcoming work session.

(Step 2): Goal Setting

The Step Two work session is the single most important phase of the development process. Its purpose is to make sure that everyone involved in the policy process -- the board, the chief executive officer, key staff members -- understands why the new policy is needed. A number of key questions must be raised. What are the goals of the policy? What will the impact be? Who will be affected and how will they react? Who should be consulted during the development process? How will the policy be implemented? By the end of this first work session the board should be able to state, in writing, what the goals and objectives of the policy are and how it plans to achieve them.

(Step 3): Establishment of Time Lines

After it has been decided what steps are needed to develop the policy, the board must establish a realistic timeframe for reaching the various objectives, beginning with the date it would like to see the policy formally adopted. When this date has been set, the board should also set specific deadlines for work sessions, data gathering, and progress reports.

(Step 4): Identification of Needed Information

During (or shortly following) the first work session, the board must decide what kinds of information are needed before any drafts of the policy can be written. This data-gathering should include a description of the state-of-the-art; a review of existing research; and a summary of similar policy actions around the country.

(Step 5): Constituency Input

Another valuable source of information will come from those constituencies which will be affected by the policy. The board may decide to ask for written comments, or to establish ad hoc task forces, or to hold formal hearings on the issue. Whichever route is chosen, it should be scheduled as early in the development process as possible.

(Step 6): Progress Report on Data Collection and Constituency Input

Before the first drafts of the policy are written, the board should receive a detailed progress report on the results of the data collection, including any feedback from the various constituency groups. The board should review this report in light of the goals and objectives outlined earlier, to determine whether the new data is compatible with those earlier projections. If not, the board may decide to follow an alternate approach.

(Step 7): First Policy Draft Presented to Board

The purpose of the first policy draft is to give the board a full range on available options, along with the information it needs to make a wise decision. Accordingly, the first policy drafts should include the following support documents: a statement of the rationale of the policy; a timeline for implementation; a statement detailing how and when the policy will be evaluated; a description of possible political consequences; a projection of what the constituency reaction will be. In the case of a particularly sensitive issue, the chief executive should also prepare substitute language -- or even entirely separate policy drafts -- each with its own support documents. The board is now ready to discuss the drafts with the chief executive and to suggest any appropriate changes.

(Step 8): Second Policy Draft Presented to Board

The second policy draft is a polished statement incorporating all the changes suggested during the previous work session. It should also include: a statement clearly outlining the goals of the policy; a statement detailing the rationale of the policy and its objective; a statement saying how the policy will be implemented, including a specific date when the board will be given an evaluation report. Other than some minor fine tuning of language the board is now ready to adopt the policy, unless it decides it needs additional information or feedback.

(Step 9): Review of Final Draft

In those cases where more data was needed, the board may decide to revise the policy's language to reflect this new information. Otherwise this step can be eliminated.

(Step 10): Adoption of Policy

The board is now ready to formally adopt the policy. Hopefully this will occur on or around the target date established months earlier.

(Step 11): Monitor, Evaluation and Revision

Once the policy has been adopted, it's up to the chief executive officer to monitor its impact, and to furnish the board with interim progress reports at specified dates. Finally, within one to three years, a complete evaluation of the policy's effectiveness should be provided to the board.

Project Results

The participating states in the project were Louisiana, Michigan, Mississippi, New Jersey and New York. The following part of the report describes the process for each state and the results.

Louisiana

The responses from the needs assessment questionnaire indicated that the members thought CETA-eligible youth had the following career education needs:

- to develop effective decision-making skills
- to become aware of the many occupational options open to them
- to develop positive attitudes toward themselves, school and work
- to develop an appreciation for the personal, social and economic significance of work
- to consider how their career choice may affect their lifestyle; and
- to become aware of expectations that employers and higher educational institutions will have of them.

The majority also indicated that these career education needs are currently being partially met by the schools although some members felt that no agency was taking that responsibility. There was a considered need for a future partnership among school, prime sponsors and community groups to jointly provide the necessary programs and services with the school districts taking the lead. However, it was recognized that there were several problems related to such a partnership. These were:

1. Financial concerns for school districts which do not have the funds within their budgets (i) to oversee or manage work-experience activities; and (ii) establish new programs for special groups. This is a problem especially in small parishes.

2. Philosophical differences arise when students are placed in a paid CETA work experience with students who were not paid for the same activity.

3. Difficulty on developing quality CETA-youth programs. Quality programs are considered essential to meet the personal and occupational needs of the individual. Work experience, whether paid or unpaid, should be viewed as a part of the sequential development of the individual involving personal needs, employability needs-assessment and placement skills. There was concern about the scarcity of good work sites and, therefore, the ability to be able to link the work site with the student's academic program. There was also concern about the values being learned by students in programs which did not have a comprehensive approach or adequate supervision.

4. Difficulty in developing program for the early age group. Many employers do not consider it ethical to pay young students the minimum wage when they are not considered productive. In some areas, there is difficulty in setting up work sites that are related to the academic program given the limited number of sites available.

5. Small parish / large parish. The ability to develop CETA-youth programs is considered to be much more limited in small parishes than large ones. The restraining factor are school budget, lack of staff and lack of work sites.

The group agreed to suggest the following approaches, in order to respond to these concerns:

1. Continued dialogue between education, and employment and training people at the state and local level.

   This could take the form of:

   a) Scheduling future meetings of the group as a forum to share program descriptions from around the state and develop a network of interested and knowledgeable persons in the CETA/career education area.

   b) Arranging technical assistance teams consisting of representatives from both education, and employment and training communities to assist LEA's and Prime Sponsors and develop a data bank or bureau of resource people who understand the specific needs of this population.

2. Increased planning activities between the education and employment and training communities such as:

   a) Developing and distributing a CETA-planning schedule outlining the major activities which take place during the year and the points at which the education community could access the CETA planning process.

   b) Utilizing materials developed through the Governor's youth discretionary funds such as the teachers' in-service training module on employment-seeking skills which has been sent to each school district.

   c) Utilize funding from the Louisiana Manpower Services Council to establish model "linkage" programs between education and manpower in the state.

3. Need for information sharing of successful programs and practices in the state. This could be:

   a) Planning site visits to different programs in the state as a part of information sharing.

   b) Developing a publication of CETA-youth career education program descriptions for distribution in the state outlining the roles and responsibilities of school boards, LEA's and CETA prime sponsors. (e.g. EBCE, career skills centers, job placement centers, tutoring programs, awarding academic credit.)

The list of members of the Louisiana task force is given in Attachment D. The complete results of the needs assessment is included in this report as Attachment E.

Michigan

The Michigan task force was formed with representation from the legislature, education, and employment and state training agencies, higher education, private sector, organized labor and local school districts. As in several of the five project states, individual meetings were held between the NASBE project director and members of the task force. These were followed up during the second site visit by meeting with the group.

This group meeting began by discussing the results of the needs assessment questionnaire completed by task force members. They generally agreed that it was not an appropriate discussion piece for Michigan at this time for two reasons: first, they felt that the career needs of economically disadvantaged youth were known, and second, many of the suggested activities were already taking place. Therefore, the results of the questionnaire could be misleading since some respondents indicated there was a high need for a particular activity but also knowing that it was already in place. There was, however, a considered need to streamline the education and employment and training systems by encouraging joint decision-making and fully utilizing the mechanisms and programs in place. This was considered particularly important in light of both federal and state legislation and other state initiatives. These included:

(i) federal legislation such as the CETA Amendments of 1978 with increased coordination and collaboration activities;

(ii) the State of Michigan Full Employment Planning Act of 1978 calling for agencies to work together to plan and provide employment for all;

(iii) the newly developed subcommittee of the Michigan Employment Training Council (METC) involving members of the METC, the State Advisory Council for Vocational Education (SACVE) and the State Advisory Council for Career Education (SACCE);

(iv) development of interagency service task force between State Departments of Education Labor, Social Service and Commerce in the area of employability skills;

(v) the state has established a conceptual framework of basic and life role skills for all children in the public education system.

The particular aspects of the streamlining together with some suggested approaches or courses of action are described below. They are not given in any priority order.

Concern	Suggested Approach
1. Joint membership of the state-mandated advisory councils, SACVE, SETC, SACCE, might not be sufficient to encourage coordination and joint planning.	1a. Make sure that several of the same people are members of the three advisory councils.
	1b. Expand the written agreement between SACVE/SETC/SACCE to include a joint sign-off of their state plans.
2. Collaboration and coordination efforts don't just happen; they need to be helped.	2a. Provide funding incentives for local or county education and employment and training representatives to collaborate. For example, in program plans, recommend that state and federal funds are matched by local funds and document agreements with groups to coordinate in delivery of services.
	2b. Expand present incentive plan using the multi-funded approach, initiating and exploring the possibility of using the CEPED's to promote local collaboration utilizing vocational education and CETA career education funding.
	2c. Continue to arrange for competitive proposals to be read by representative of the SDE, SDOL.
	2d. Indicate the benefits and ways to collaborate by distributing descriptions of model programs established in the state.

Concern	Suggested Approach
3. The needs of the client get lost in the rush to meet federal and state funding resource requirements and guidelines	3a. Place focus on developing quality programs that meet the needs of the individual and fit funding into that framework rather than vice versa. Utilize the SDE's standards for education programs and the Michigan assessment program.
	3b. Establish a clearinghouse in the SDE for common definitions and terminology related to SDE and DOL CETA-youth programs.
	3c. Look at the IEP model for the individual and determine how it should be modified for use for all CETA eligible youth. Build on the career education model which provides for both domains: career development for affective and for career preparation for cognitive.
4. Schools are reluctant to work with CETA systems if credit for positive results are reaped only by employment and training respresentatives.	4a. In the particular area of placement services provided by the SETC to the school system, recognition for the successful coordination should be given to both.

The general consensus of opinion was that several events had taken place that could provide the opportunity for increased collaboration. These included the new state legislation, increased emphasis in CETA on coordination, and several examples of worthy state projects using both CETA and Career Education funding. It was hoped that with the new triad SETC, SACVE and SACCE--at state level and the anticipated DOL/SDE conference on coordination issues, these suggested approaches could be made operational. The members of the Michigan group are listed in Attachment F. The full results of the needs assessment are included in Attachment G.

Mississippi

A task force was established in Mississippi with representation from the legislature, Governor's office, the State Board of Education, State Department of Education, CETA Prime Sponsor office and local public schools. The members met as a group to focus on the issues, concerns and possible courses of action needed to respond to the career needs of CETA-eligible youth. A preliminary site visit by NASBE staff to talk to the task force members individually had been scheduled but was cancelled due to the severe flooding in the Jackson area. Therefore, the State Career Education Coordinator and the NASBE staff agreed that the needs assessment questionnaire would be sent to task force members, who would complete it and return it to NASBE before the task force meeting.

The task force meeting began by discussing the items included in the questionnaire in terms of the considered situation in Mississippi. There was a general agreement that youth needed to have effective decision-making skills, positive self-direction and so on. Members thought it was more appropriate to ask the question, how would/could these activities be developed and measured focusing on the needs of the individual. The discussion fell into the following five areas:

1. Need to develop quality programs.

It was important to determine the specific needs of a student and then develop quality programs utilizing the various funding sources available rather than developing programs for which there was funding and trying to fit them together to meet the individual's needs. This was particularly relevant for the population targeted in the CETA youth titles because of their attitudinal problems over and above the academic and/or occupational problems. The IEP example from special education was considered particularly appropriate. This approach would allow the programs developed to be accountable in terms of effectiveness.

In addition to this approach which was considered fundamental, members indicated that it was necessary to develop a proactive approach towards students who were still in the regular school system. This meant utilizing research and experience gained in working with the special populations to know what programs and approaches are most effective in responding to their particular needs or learning styles.

2. Need for increasing coordination/communication.

There is a need for increased coordination and communication in Mississippi at the following levels: between the employment and training system and education system at the state and local level, and within the education community. The stated purpose of this coordination is to bring about a more comprehensive or effective utilization of resources. There is also the assumption that the two systems, education and employment and training, need to determine which resources can be brought together to mutual advantage rather than developing one system over another to provide these programs and services to CETA-eligible youth.

Both at the state and local level, employment and training representatives have little information on the funding constraints existing in the education system. More information was needed to understand the funding cycles, reporting requirements and related federal, state and local funding for education. This would enable CETA Prime Sponsor offices in Mississippi to understand constraints placed on state agencies and local school districts which have to be dealt with in the process of jointly developing CETA-youth programs.

At the local level, members of the task force wanted to increase communication between local school districts, CETA Prime Sponsors and CBOs. There was thought to be some instances of misunderstanding the roles of the three groups but also there is a need for technical assistance in specific aspects of administering CETA-youth programs. It was suggested that existing examples in the state should be expanded, such as monthly meetings for counselors, Employment Security and LEAs, technical assistance in fiscal and reporting requirements, and appointment of a CETA-contract person based in schools.

At the state level, more inter-agency activities between education and labor, and intra-agency in education was called for.

3. Need to develop comprehensive planning approach for CETA-youth programs.

At the present time, activities to plan CETA-youth programs were considered inadequate. There was a call for more involvement of the school representatives in deciding what populations should/could be served, and the subsequent services to be provided and by whom. For this type of activity members indicated that in addition to the LEA-CETA school coordinator teachers and employers should also be included in the planning process. To a lesser extent, parents should be given an opportunity to be involved if they wished.

4. Need for better teacher preparation.

Teacher preparation was considered a key part in the success of any educational program. Therefore it was considered essential to develop in-service programs for teachers who would be involved in the CETA-youth programs as well as in the regular education system. These programs would bring together results of activities for special populations to assist the teachers in developing effective teaching methods and relevant curricula. This would be an attempt to prevent or reduce the number of students in the dropout-prone category through these modifications.

5. Need for forward funding.

It is generally recognized that the lack of forward funding for CETA led to many problems between the education and employment and training communities. Many local education representatives are reluctant to involve themselves in CETA-youth programs given the uncertainty of CETA funding from year to year. This reluctance led to poor or little advanced planning and poor implementation of CETA-youth programs. There is also the consideration that without some guarantee of continued funding from the U.S. Department of Labor, school districts could be put in a situation of having to pick up sizeable amounts for wages and other related expenses. It was therefore recommended that at the national level, every effort be made to establish forward funding for the CETA legislation.

The Mississippi task force members agreed that ideally a mechanism should be set up to respond to the needs outlined above. This mechanism could be in the form of a state-level planning council. The purposes of the council would be to coordinate interagency functions at the state and local level as they relate to the four stated needs areas. These are elaborated below.

Identified Need	Possible Approaches
1. Development of quality programs.	1a) Establish a state-wide linkage model in several school districts (maximum 7) across the state for different populations such as: -in-school students (14 years and older) -out-of-school students (18 years and younger) -out-of-school students (over 18) Respective divisions within the State Department of Education and Governor's office would identify model sites for each population. This would result in seven models which would be assessed and documented for possible replication throughout the state for similar populations.

1b) Consider the viability of extending this type of program (i.e., CETA-youth program incorporating individual assessment, work experience, occupational information) to all students having attendance problems.

1c) Track a student through the education system and identify possible sources of federal and state funding which would be available for various programs and services.

2. Increased coordination/ communication

2a) State level education and training agencies would jointly identify model sites.

2b) Education and employment and training agencies at the state and local level would compile information on federal and state funding for programs and services.

2c) The State Occupational Information Coordinating Committee would make more information available on state occupational trends by compiling data and then distributing the information to all relevant agencies.

3. Development of comprehensive planning approach for CETA-youth programs.

3a) Establishment of a state level planning council would provide the vehicle for bringing together the principal agencies at the state-level.

3b) The comprehensive planning approach would be tried on an experimental basis in the model sites.

4. Better teacher preparation.	4a) In-service teacher activities oriented toward CETA programs would be developed by the State Department of Education.
	4b) Division of Vocational Educational would identify the teachers to participate in these training sessions.

In summary, task force members indicated that the needs of the economically disadvantaged youth could be addressed through the development of tailored programs, training of staff and increased coordination at the state and local levels. These activities should be geared toward maximization of resources by determining the complementarity of those resources. This was of some concern since there are several sources of federal and state funding which serve the same population. It was also recognized that there were many exemplary practices in the state which needed to be formally identified and considered as models for replication throughout the state.

Members of the Mississippi group are given in Attachment H. The complete results of the needs assessment questionnaire are given in Attachment I.

New Jersey

The first site visit was arranged by the New Jersey Career Education coordinator. NASBE staff met with representatives from the education and employment and training communities. These included staff from the Governor's office, State Board of Education, State Department of Education, Superintendent's office and CETA-Prime Sponsor office. This was followed up with a second visit which was a presentation to the New Jersey State Board of Education.

In New Jersey, as in the other project states, there was concern about quality programs and effective programs for CETA-eligible youth. There was also an awareness that irrespective of the sources of funding, funds should be complementary in terms of providing programs and services for this population. It was felt that duplication of programs designed to meet the career needs of this group should be avoided. This was considered particularly important given the existence of legislation which seeks to establish thorough and efficient education in the state school system.

The 'T and E' legislation (which the thorough and efficient legislation is commonly known as) was passed in 1975. It provides for democratic decision making in the local school district in areas such as curriculum of the schools and the establishment of district budgets. It indicates that these decisions must be consistent with statewide goals, guidelines and standards.

Therefore the T & E approach for economically disadvantaged youth must take into account their career education needs. According to the results of the needs assessment, these are:

- need to develop effective decision-making skills;
- need to develop positive attitudes towards themselves, school and work;
- need to test their interest and aptitudes through paid or unpaid, actual or simulated work experience.

There was a strong interest in meeting these needs through coordinating activities at the state level among the agencies that have any impact on these programs. This type of coordination was also considered necessary among other groups that contribute to career activities. The third area identified was the need to have teacher and counselor feedback about the usefulness of career education materials.

More specific activities related to this coordination which were recommended include:

- sharing planning documents in Career Education and CETA-YETP programs.

- developing a process where Career Education and CETA planning documents are jointly discussed by the education and employment and training groups;

- technical assistance teams to assist local schools and Prime Sponsors

- make available resource persons who understand both systems; and

- harmonize Career Education and CETA-YETP funds so that they are used to enhance one another in meeting the needs of this population.

These aspects will be taken up and studied by a policy unit which the Commissioner of Education has established. This Council is composed of four assistant commissioners of the divisions of vocational education, school programs, field services and finance.

This Council will study the coordination concerns for CETA and Education within the Department of Education as well as with other agencies such as New Jersey Department of Labor and Industry. The particular focus of the concern is to determine the way in which the various needs such as basic skills on occupational skills of an unemployed youth or adult can be met.

The names of person visited in New Jersey and the results of the needs assessment questionnaire are given in Attachments J and K.

New York

Chief executives from New York's Board of Regents, and Departments of Labor, Education, Human Resources and Commerce were invited to be part of the group to discuss CETA-career education concerns. In addition representatives from business, the state school boards association, board of cooperating education systems, local school system and unions were also invited. The first site visit was originally scheduled to coincide with a state meeting of principal education and employment and training officials. Since this meeting was cancelled, it was agreed between NASBE staff and the state career education coordinator that the needs assessment instrument would be sent to participants before the group meeting. The results of the questionnaire would therefore be the focus of that meeting.

As in Michigan, the group indicated that the results of the assessment were not appropriate for the state of New York. It was felt that the career education needs of this population were known and that difficulties with CETA-education coordination on all levels were of the utmost concern.

1. Coordination between employment and training, and education communities.

Several actions were called for to improve the delivery and effectiveness of CETA-youth programs. These were:

- o There must be more, if not complete, responsibility for CETA youth programs placed in the hands of the Education Department.
- o LEA's must have greater input and more supervision in the designing and implementing CETA-youth programs.
- o There must be a models in areas such as career education/CETA. A mechanism should be set up so that they can be replicated. This will involve the Departments of Education and Labor with Education taking the lead.
- o A task force in New York (one in a city like New York City and another in a rural area) could be established with representatives from the State Department of Education, vocational education, community college, prime sponsors, private businesses or associations (such as Chamber of Commerce) to develop guidelines for CETA program content and structure.

2. Greater involvement of the private sector in CETA-youth programs.

There was a general consensus that business needed to be much more involved in the development and implementation of CETA-youth programs. This was based on the recognition that there had been a long standing relation between the two groups in the state of New York and that youth were most likely to be employed in the private sector on completion of their program.

The following suggestions for action were made

- o Monies could go directly to the Education Department for coordinating career education programs with schools, local unions, and private businesses.
- o Educational institutions participating in CETA-youth training programs should obtain local input from private business, through some existing mechanisms such as the Private Industry Council (PIC) to improve these programs.
- o State-wide organization could be set up that would involve all the groups and agencies to aid the placement of participants in CETA-youth programs.

Attachments L and M indicate the persons invited to the meetings and the results of the needs assessment questionnaire.

Summary

In all five states, the overriding consideration was the need to develop quality programs to meet the career education needs for CETA-eligible youth. These programs should met the needs of the students as well as the needs of the community. The five groups also agreed that this could be accomplished only if cooperation and communication between the education and employment and training communities in each state increased substantially, and a comprehensive planning approach were adopted.

The activity most frequently suggested as being helpful in this area was to compile and distribute information on effective CETA-youth programs within the state showing the utilization of Career Education and CETA resources. This should be made available to local education and prime sponsors to assist them in developing or improving their own programs.

A number of task forces also suggested that site visits to successful programs in their own state would help policymakers and practitioners to see firsthand the ingredients which are necessary in developing effective programs. There was also a considered need to compile and distribute information on federal and state funding sources relevant to developing programs for CETA-eligible youth.

An assessment of the increased awareness of state individuals and interest in collaboration in this area is discussed in the Evaluation section.

Objective B: Development of multi-media package

The multi-media package was developed to reflect the eleven step collaborative process and the outcomes of the state meetings. The package consists of the audio-visual and print materials.

The communications specialist designed the format of the package to include the following:

(i) two film strips (plus accompanying synchronized cassette tapes and

(ii) one printed booklet. These are housed in a vinyl, hard cover package which opens like a book.

One filmstrip and tape covers the eleven-step collaborative process. It is designed to be used by persons interested in learning how the process works to develop policy and corresponding objectives. The second filmstrip and tape documents this process and strategies development in the five project states.

The printed booklet parallels the organizational format of the film strip with more detail on the mechanics and application of the collaborative process and the results. This includes some of the areas identified in subobjective B.1. However, it should be recognized that the particular questions addressed varied from state to state based on the state-specific needs and level of involvement in the CETA-education area.

B.2 Development and dissemination of multi-media presentation.

A copy of the multi-media presentation has been distributed to each state career education coordinator.

Objective C: Technical assistance

The activities for technical assistance were designed to provide information to other states on the collaborative process and enable them to have access to individuals who are knowledgeable and have expertise in this area.

C.1. Writing and dissemination of articles

NASBE has taken several measures to inform the education community of the project, its purpose and objectives, such as:

1. Initial announcement of project award to NASBE from the office of the Career Education in NASBE's monthly newsletter FOCUS. (See Attachment N).

2. Follow-up articles on progress of the project. (See Attachment O).

3. Press release to all the major education associations, media, state boards of education members, chief state school officers, and other relevant groups which are part of NASBE's mailing list.

4. Preparation of a flyer on the goals, principal activities and anticipated outcomes were distributed at conferences and meetings attended. (See Attachment P).

6. Preparation of a project mailing list including state Career Education Coordinators, education associations and representatives from the employment and training community which have expressed interest in the project activities such as Employment and Training Reporter, Education and Work, and Work-Education Exchange.

C2 and 3 On-site and short-term technical assistance

The form of technical assistance was modified from the design originally outlined in the proposal. After discussion with the Office of Career Education, it was agreed that some of the activities would be changed to allow members of the state groups in the project states to participate in two meetings in Washington, D.C. One meeting was an Education Roundtable in the Old Executive Office Building with the Vice-President's Task Force on Youth Employment. This meeting,which took place September 12,enabled representatives from five project states to present their recommendations for changes in youth employment problems and in particular CETA-education collaboration issues.

The second meeting,which was held September 13,also in Washington, D.C. was a day-long meeting on youth employment issues. Representatives from the five project states made presentations during the day on different aspects of the relation between CETA and education. They focused on such issues as development of effective in-school programs and involvement of the private sector in CETA-youth programs. Invited to attend this meeting were representatives from the Department of Health, Education and Welfare, the Office of Education, the Department of Labor, approximately twenty national education associations and staff from congressional offices.

Articles describing the two meetings and the specific recommendations made and discussed are shown in Attachment Q.

The availability of limited on-site technical assistance was published in a flier included with our FOCUS magazine which is distributed to agencies and offices at the state and local level. A copy of the flier is enclosed as Attachment R of this report. As a result of this, a visit was made to the Alexander-Palaski Educational Service Region, Illinois to meet with area principals, superintendents, administrators and curriculum specialists. Their areas of concern included a need to incorporate life skills onto curriculum at the elementary level, how to build education programs with the targeted Jobs Tax Credit to enable youth to have a job and how to help young people develop their own businesses given the job market situation in a rural area.

In addition to on-site technical assistance, many people responded to our articles and fliers by calling NASBE project staff on our toll-free line. These calls averaged fifteen a month. In most cases, the calls resulted in NASBE staff referring them to persons in the five project states or other states having the particular knowledge area that they required. These requests were received almost equally from state and local level, and from employment and training and education agencies.

Additional activities:

NASBE project personnel have attended or made presentations at the following meetings in this area:

- OCE Project Directors' meeting, October 23-24, 1978
- Kay Adams, National Center for Research on Vocational Education, re: project evaluation, October 23, 1978
- Kirscher Career Education project meeting for State Career Education Coordinators, November 27-29, 1978
- AACTE, NSBA, CCSSO, NASBE to discuss national initiatives with Dr. Hoyt, November 30, 1978
- State of New Jersey Career Education Conference, January 23-24, 1979
- CCSSO's National Conference for State Career Eduction Coordinators, February 14-16, 1979
- National Association of Industry-Education Council's annual conference, April 27-28, 1979
- Vice-President's Task Force on Youth Employment briefing for education associations, April 10, 1979
- Career Education 'mini-conference' on academic credit for transition services, May 8-9, 1979
- Career Education Consortium meeting with ACT, NSBA, AASA, CCSSO, ACTE and NMI, June 14, 1979
- Regional meeting on CETA/LEA Collaobration for Career Education and YETP organized by Kirschner Associates Incorporated
- Vice-President's Task Force on Youth Employment Conference "Workplaces and Classrooms" September 26-29, 1979

Evaluation

The following description indicates the evaluation plan and instruments that were designed for the various stages of this project. The modifications to this design and the results are described at the end of each section.

EVALUATION OBJECTIVE	MEASUREMENT PROCEDURES	EVAULATION INSTRUMENTS
A. Collaborative process development		
A.1 Meeting attendance	Check attendance list at meeting	List of invitees
A.2 Effectiveness of task force meeting	Distribution and collection of questionnaire to task force participants at end of meeting. Last item on agenda	Feedback on Task Force meetings using Likert scale test
A.3 Actions taken by task force during and following conclusion of sessions	Plot decision making steps and outcomes of meeting	Issue/strategy flow chart

A.1 Meeting Attendance

At the beginning of the project, NASBE recommended that representatives involved in the state activities should be drawn from:

the Governor's office
State Employment and Training Council (SETC)
State Board of Education
State Department of Education
School Boards
LEAs
CETA Prime Sponsors

The following table shows that most states did involve staff from these offices. Some states also expanded the group to include other offices or agencies such as organized labor and higher education.

	Lousiana	Michigan	Mississippi	New Jersey	New York
Governors office	--	--	2	1	--
SETC	1	1	--	2	1
State Board of Education	1	--	1	*	1
State Department of Education	1	8	4	5	2
School Boards	3	--	1	--	1
LEAs/superintendents, vocational education directors, counselors	7	1	1	4	4
CETA Prime Sponsors	2	--	1	2	--
Other: private sector		2	--	--	1
organized labor		2	--	--	1
higher education		2	--	--	--
legislation		2	2	--	--

*Second visit involved the full State Board of Education

A.2 Effectiveness of Task Force meeting

The mechanism of the task force was shown to be effective in the following areas:

- o providing an opportunity to discuss concerns and problems in the area of career education and CETA.
- o giving people a better understanding of the issues
- o developing the expectation that participants will assist one another in the area.

The respondents also indicated that the meeting was a productive use of their time and that they felt they were able to make a significant contribution to the discussion.

A.3 Actions

The process used in the site visits and the resulting decisions was outlined in the previous section.

B. Development of multi-media package

The narrative of the filmstrip and the text included in the package describe the discussions and decisions made in each of the project states. Before preparing the final text of the package, a description of each of the states' activities was sent to them for their review. Given the adjusted schedule of the state meetings it was not possible to distribute the package before the end of the project period. Therefore, the impact of the package on terms of frequency of use and outcomes cannot be assessed.

C. Technical Assistance

Calls and letter received for technical assistance information came equally from education, and employment and training officials at the state and local level. In addition to sending a description of the project activities, most of the requests were answered by referring the individual to exemplary projects in various states. The particular areas of concern included awarding academic credit for work experience and transitional services, development of effective programs for in-school youth, providing counseling services that meet the needs of this population and working with other groups to develop the programs jointly.

D. Project evaluation

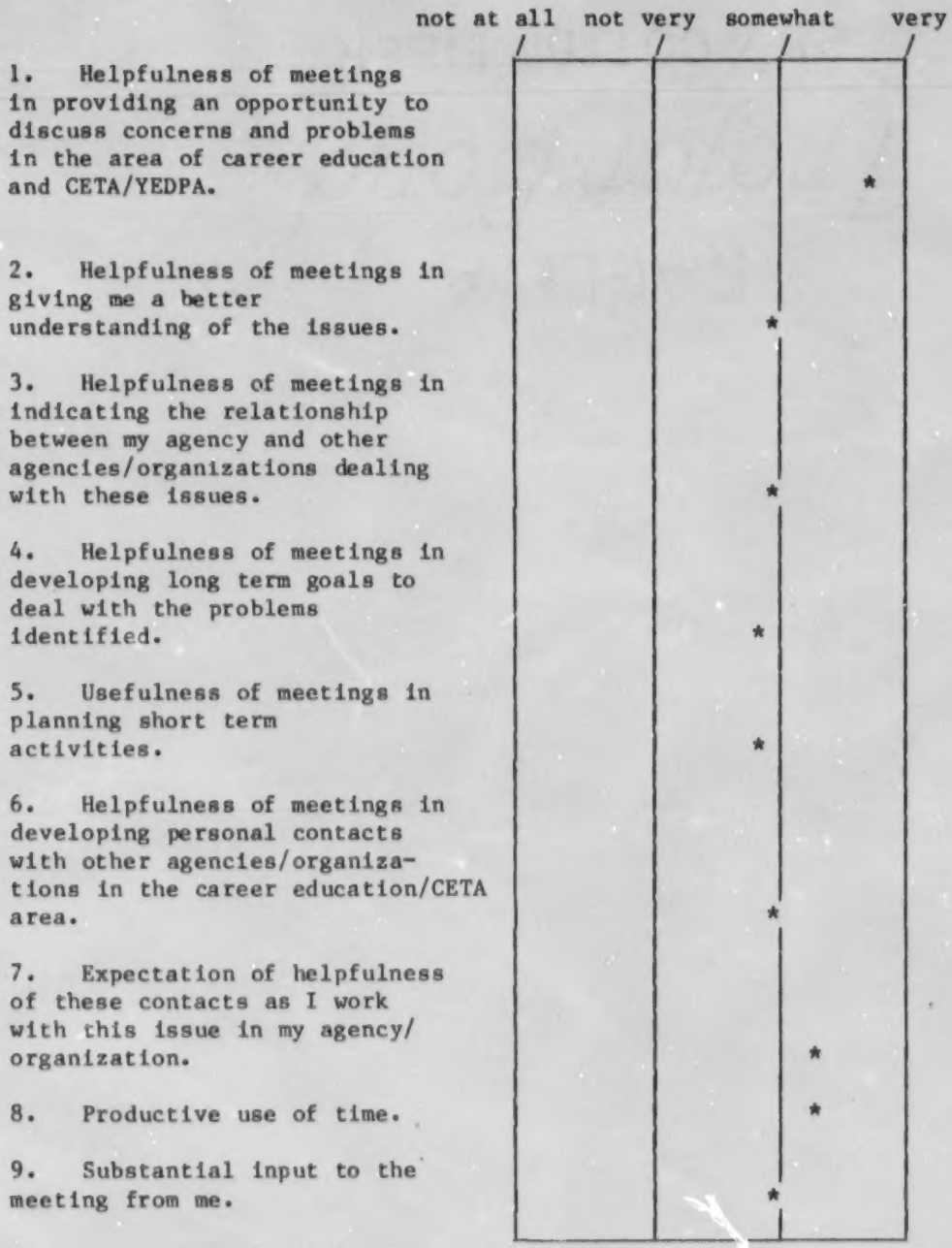
The purpose of the evaluation was to determine the perception of career education and its relation to CETA. The particular areas were whether agencies work well together in developing programs for CETA-eligible youth and whether the state has been able to develop

EVALUATION OBJECTIVE	MEASUREMENT PROCEDURES	EVAULATION INSTRUMENTS
B. Development of Multi-media Package		
B.1 Compilation of discussions and actions at task force meetings.	see A.3	see A.3
B.2 Review of audio visual and print materials in preliminary form by task force members.	Send review form with materials to review.	Review form using Likert scale.
B.3 Impact of package	Send form with package.	Impact form using Likert scale and open questions on - who uses it how it is used outcomes resulting from its use.
C. Technical Assistance		
C.1 Replies or requests for further information.	Replies or requests will be noted at the time.	Technical assistance log.
C.2 Replication of model or collaborative process.	One month after initial technical assistance.	Telephone survey.
C.3 Incoming calls.	Note as call is taken.	Technical assistance log to determine number and nature of requests.

EVALUATION OBJECTIVE	MEASUREMENT PROCEDURES	EVAULATION INSTRUMENTS
D. Overall Project Evaluation		
D.1 Perception of career education's priority in his/her state:		
Awareness of career education policy and programs.	Administer general evaluation instrument before task force meeting.	General evaluation instrument.
Awareness of exemplary programs nationally.	Administer same instrument one month after task force meeting.	General evaluation instrument.
Awareness of major issues within a collaborative approach to career education.		
Awareness of various strategies an interactive policy making body could use in providing and implementing leadership.		

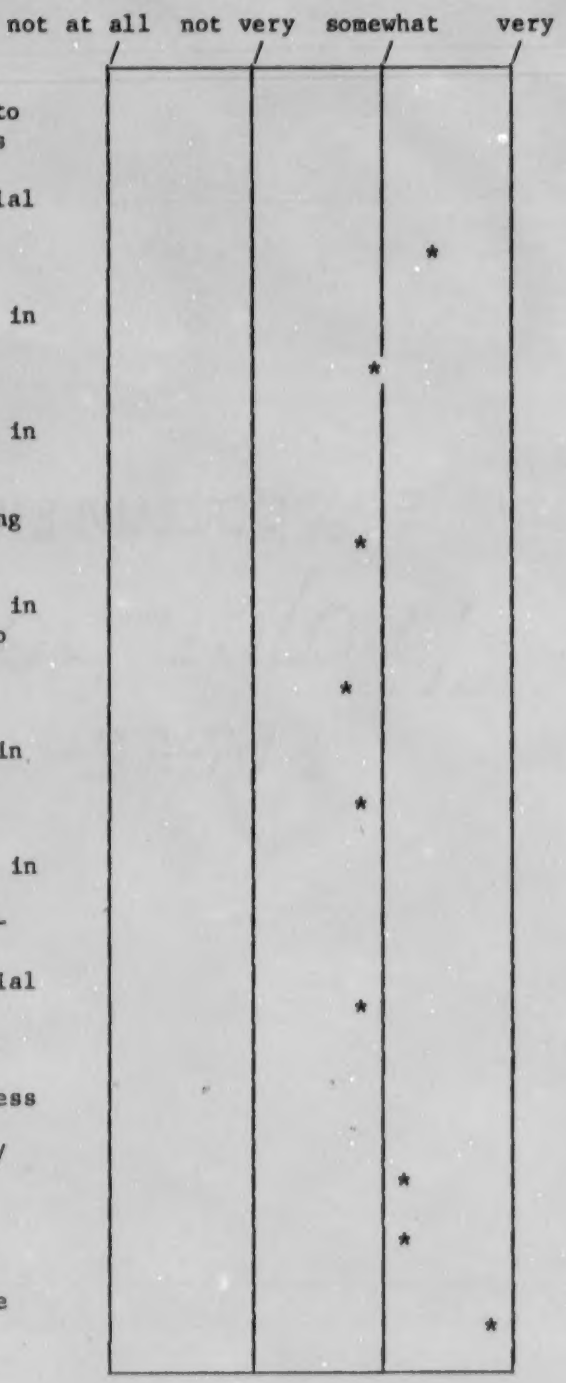
Feedback on Task Force Meeting

Louisiana


not at all
not very
somewhat
very
1. Helpfulness of meetings in providing an opportunity to discuss concerns and problems in the area of career education and CETA/YEDPA.
2. Helpfulness of meetings in giving me a better understanding of the issues.
3. Helpfulness of meetings in indicating the relationship between my agency and other agencies/organizations dealing with these issues.
4. Helpfulness of meetings in developing long term goals to deal with the problems identified.
5. Usefulness of meetings in planning short term activities.
6. Helpfulness of meetings in developing personal contacts with other agencies/organizations in the career education/CETA area.
7. Expectation of helpfulness of these contacts as I work with this issue in my agency/organization.
8. Productive use of time.
9. Substantial input to the meeting from me.

Feedback on Task Force Meeting

Michigan



1. Helpfulness of meetings in providing an opportunity to discuss concerns and problems regarding educational components of CETA with special emphasis on vocational education.

2. Helpfulness of meetings in giving me a better understanding of the issues.

3. Helpfulness of meetings in indicating the relationship between my agency and other agencies/organizations dealing with these issues.

4. Helpfulness of meetings in developing long term goals to deal with the problems identified.

5. Usefulness of meetings in planning short term activities.

6. Helpfulness of meetings in developing personal contacts with other agencies/organizations regarding educational components of CETA with special emphasis on vocational education.

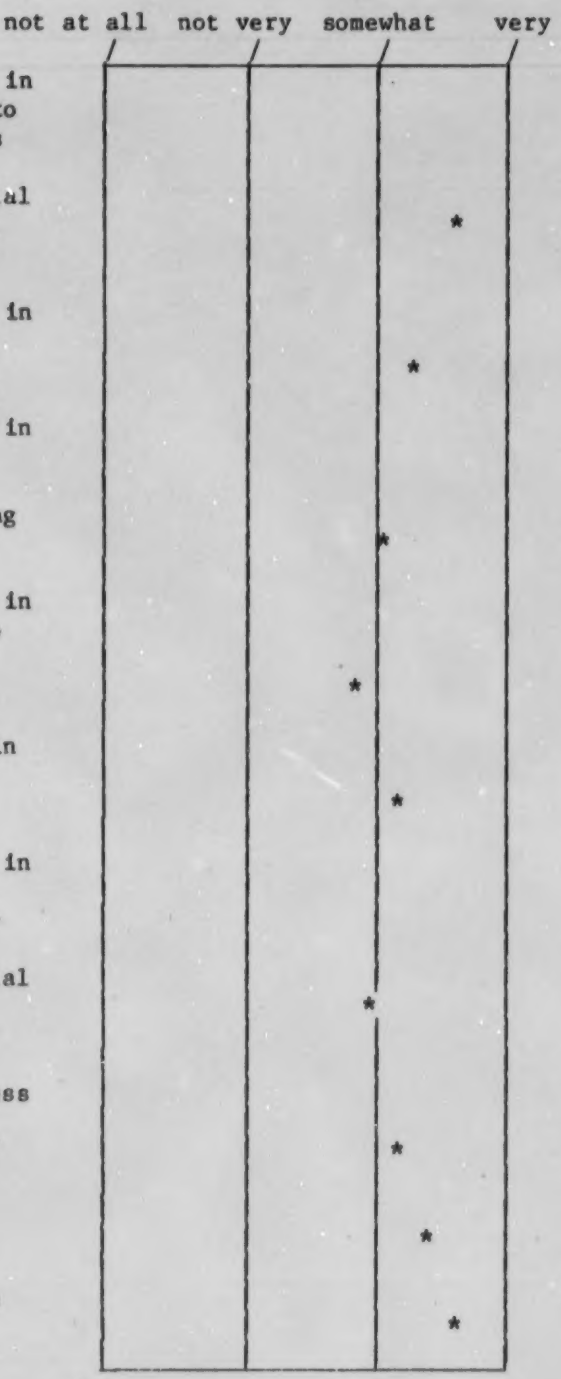
7. Expectation of helpfulness of these contacts as I work with this issue in my agency/organization.

8. Productive use of time.

9. Substantial input to the meeting from me.

Feedback on Task Force Meeting

Mississippi



1. Helpfulness of meetings in in providing an opportunity to discuss concerns and problems regarding educational components of CETA with special emphasis on vocational education.

2. Helpfulness of meetings in giving me a better understanding of the issues.

3. Helpfulness of meetings in indicating the relationship between my agency and other agencies/organizations dealing with these issues.

4. Helpfulness of meetings in developing long term goals to deal with the problems identified.

5. Usefulness of meetings in planning short term activities.

6. Helpfulness of meetings in developing personal contacts with other agencies/organizations regarding educational components of CETA with special emphasis on vocational education.

7. Expectation of helpfulness of these contacts as I work with this issue in my agency/organization.

8. Productive use of time.

9. Substantial input to the meeting from me.

strategies to promote collaboration in other areas.

The states indicated that they thought their agency worked well with other agencies in the career education/CETA area. However, the rating for cooperation within the agency was slightly lower. This was reinforced by replies from subsequent questions that agency resources could be utilized more effectively through increased collaboration at an intra-agency level. Responses indicated that the states feel they have the necessary mechanism in place for effective state-level collaboration in the career education/CETA area and that the state has been able to develop state-level collaboration in other areas. Some felt that strong leadership had been responsible for those efforts while others thought that more effective leadership was needed.

The replies from Louisiana indicated the impediments to inter-agency collaboration there were lack of time, funds and productive communication. In addition, results showed that some people were not that familiar with the required collaboration between education and CETA specified in the CETA Amendments of 1978.

In Michigan, questionnaire results indicated that they felt they had the base established for more interagency coordination since they had showed that agencies can work together in areas other than CETA. They also felt they had a good understanding of other agencies' concerns in the CETA/YEDPA that they can work cooperatively with them.

In Mississippi, the barriers to inter-agency collaboration were considered to be lack of state-level inititative and lack of agency initiative. There was also seen to be a problem of ownership in the agencies and lack of creative thinking.

Another part of the questionnaire focused on the awareness of exemplary programs and the usefulness of such programs. There was some awareness of these programs such as 70,001 and Jobs for Youth. In general, these programs are found to be interesting and it has proved useful to talk with the people who developed them. Although it is not clear that the awareness of these programs has been useful for developing programs in a state.

Conclusion

During the project period NASBE has worked with five project states to discuss and identify problem areas between career education and CETA in terms of meeting career education needs of CETA-eligible youth. Each of the participating states indicated that they were concerned with the development of quality programs for this population,more involvement by the education system in the planning and implementation of programs and initiating or increasing involvement of the private sector.

The responses to these problems varied from state to state although there were some actions that were suggested in each state. These included the dissemination of information on exemplary models within the state, dissemination of information on funding generated at the federal or state level related to these programs with details on

how and what the funds may be used for. Other state-specific actions suggested were the establishment of a network of exemplary programs for different geographical regions and different service deliverers; workshops on the CETA planning cycle and role of the school in that cycle; inducement for local districts to match some incentive funds for innovative projects involving collaboration and providing technical assistance on how to jointly develop CETA-youth programs.

A multi-media presentation has been developed which outlines the process for policy development and activities of the project states.

The project states also participated in a White House meeting to present their recommendations on new initiatives or changes to improve youth employment programs to members of the Vice-President's Task Force on Youth Employment. State representatives also made presentations on the same issue to staff from federal agencies, congressional offices and national education associations.

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Attachments

A - Letter of invitation to states

B - Needs assessment questionaire

C - Dr. Hoyt's memorandum

D - Louisiana ad hoc Task Force on Career Education

E - Louisiana: Results of Needs assessment

F - Michigan ad hoc Task Force on Career Education and CETA

G - Michigan: Results of Needs assessment

H - Mississippi: ad hoc Task Force on Career Education and CETA

I - Mississippi: Results of Needs assessment

J - New Jersey: ad hoc Task Force on Career Education and CETA

K - New Jersey: Results of Needs assessment

L - New York: ad hoc Task Force on Career Education and CETA

M - New York: Results of Needs assessment

N - Article on project award

O - Articles on project progress

P - Flyer on project

Q - Article on Education Roundtable and Forum

R - Technical assistance flier

S - Feedback on Task Force meeting

T - Collaborative approach form

U - States' responses to evaluation questionnaire

Implication for Career Education Found in the "COMPREHENSIVE EMPLOYMENT AND TRAINING ACT AMENDMENTS OF 1978"

General Observations

1. Most of this Act holds far greater implications for vocational education than for career education. Thus, it is obviously appropriate that the lead role be given to BOAE, not to OCE, for OE/DOL working relationships under this Act.

2. Direct implications for career education are clearly present in each of the following portions of the Act:

   a. Title IV - "Youth Programs", Part A - "Youth Employment Demonstration Programs", Subpart 3 - "Youth Employment and Training Programs"

   b. Title IV - "Youth Programs", Part C - "Summer Youth Program"

   c. Title VII - "Private Sector Opportunities For The Economically Disadvantaged", Sec. 704 - "Private Industry Councils"

Observations Regarding Title IV, Part A, Subpart 3: Implications for Career Education

1. The law requires that implementation of this subpart be coordinated with activities conducted under the Career Education Incentive Act.

   Legal Justification for this implication:

   a. Sec. 436 - "Conditions for Receipt of Financial Assistance", (a) (4) reads:

      "(4) provide assurances that in the implementation of programs under this subpart there will be coordination, to the extent feasible, with activities conducted under the Career Education Incentive Act"

   b. Sec. 433 - "Allocation of Funds" (c) (3) reads:

      "(3) providing for the establishment of cooperative efforts between State and local institutions including (a) occupational and career guidance and counseling and placement services for in-school activities carried out under the Career Education Incentive Act"

2. The kind of work experience, for participating in-school youth called for in this subpart has, as its primary purpose, career exploration - just as does work experience under the Career Education Incentive Act.

Legal Justification for this Implication:

a. Sec. 436, (c), (1) reads:

"(1) set forth assurances that participating youths will be provided meaningful work experience, which will improve their ability to make career decisions and which will provide them with basic work skills needed for regular employment or self-employment not subsidized under this in-school program"

b. Sec. 436, (c), (4) reads:

"(4) set forth assurances that jobs provided under this program will be certified by the participating educational agency or institution as relevant to the education and career goals of the participating youths;"

3. The work experience portion of this subpart, for in-school youth, is limited to those who need work to stay in school - whether or not the reason they need such work is due to the fact that they are economically disadvantaged

Legal Justification for this Implication:

a. Sec. 436, (c), (6) reads:

"(6) set forth assurances that youth participants will be chosen from among youths who are eligible participants who need work to remain in school....."

4. All in-school youth, 16-21 years of age, are eligible to participate in the non-work experience activities called for in this subpart and, in addition, 10% of the funds must include youth from all socioeconomic backgrounds in the work experience portion as well.

Legal Justification for Implication:

a. Sec. 435 - "Eligible Participants" (1) reads:

"(1) (A) are unemployed or are underemployed or are in school and are ages sixteen to twenty-one, inclusive; or (B) if authorized under such regulations as the Secretary may prescribe, are in school and are ages fourteen to fifteen inclusive; and"

b. Sec. 435, (2) reads:

(2)....(are economically disadvantaged)..."except that, pursuant to regulations which the Secretary shall prescribe, persons who do not meet the requirements of

this subparagraph but who are otherwise eligible (NOTE: in school and between Ages 16-21) under this subsection may participate in appropriate activities of the type authorized under section 432 (a).

c. Sec. 435 (last paragraph) reads:

"Notwithstanding the provisions of subsection (a) 10 percent of the funds available for this subpart may be used for programs which include youths of all economic backgrounds to test the desirability of including youths of all economic backgrounds"

5. The activities, under this subpart, for which all in-school youth Ages 16-21, are eligible to participate include many of those found in a career education implementation effort.

Legal Justification for this Implication:

a. Sec. 432 - "Programs Authorized" (a) reads, in part:

"(3) appropriate training and services to support the purpose of this subpart, including--

(A) outreach, assessment, and orientation
(B) counseling, including occupational information and career counseling
(C) activities promoting education to work transition
(D) development of information concerning the labor market, and provision of occupational, educational, and training information
(E) services to youth to help them obtain and retain employment
(H) job sampling, including vocational exploration in the public and private sector
(M) community-based central intake and information services for youth
(N) job development, direct placement, and placement assistance to secure unsubsidized employment opportunities for youth...
(O) programs to overcome sex-stereotyping in job development and placement; and
(P) programs and outreach mechanisms to increase the labor force participation rate among minorities and women."

Observations Regarding Title IV, Part C, "Summer Youth Programs": Implications for Career Education

1. The goals of this Summer program are consistent with the goals of career education and could be enhanced if, during the school year, a comprehensive career education effort were in place within the education system.

Legal Justification for this Implication:

a. Sec. 431 (b) reads:

"(b) Programs shall provide eligible youth with useful work and sufficient basic education and institutional or on-the-job training to assist these youths to develop their maximum occupational potential and to obtain employment not subsidized under this Act."

Observations Regarding Title VII, "Private Sector Opportunities For The Economically Disadvantaged": Implications for Career Education

1. The private industry councils called for under this title are almost identical, in compostition of membership, to those called for under the Career Education Incentive Act (as reflected in the career education literature).

Legal Justification for this Implication:

a. Sec 704 (a) reads, in part:

(1) "(1) coordinating programs of jobs and training and education enabling individuals to work for a private employer while attending an education or training program

(2) developing a small business intern program to provide a practical training enabling youths and other individuals to work in small business firms to acquire first-hand knowledge and management experience about small business:

(3) developing relationships between employment and training programs, educational institutions, and the private sector

(5) conducting innovative cooperative education programs for youths in secondary and postsecondary schools designed to coordinate educational programs with work in the private sector.

By Office of Career Education
USOE

P.L. 95-561 ESEA

The office of career Education has been asked to write a set of rules and regulations for Sec. 627, Title VI, Part B, of (the ESEA law). That little section is entitled "Youth Employment" and it identifies 5 emphases that the Congress has decided are important to demostrate. The Congress appropriated $4.0 million dollars for this section for FY 80. The demonstration activities are the following:

a. Study the relationship of work to academic and intellectual achievement.

b. Develop ways to improve achievement in basic educational skills through work experience.

c. Enhance job opportunities for youth by coordinating educational activities with youth employment activities, particularly those carried out by the Secretary of Labor under Part C of Title III and Title VIII of the CETA 1963 Act.

d. Encourage educational agencies and institutions to develop means to award academic credit for competencies derived from work experience.

e. Provide technical assistance, information, training, and other assistance to eligible entities to develop programs to enable students more readily to make the transition from school to work.

Source - Office of Career Education Memorandum dated November 26, 1978 to State Coordinates of Career Education, 1976 - 78 "Mini - conference" Participants, Past and Present OCE Project Directors, NASBE Members, and Selected others.

Attachment A

Dear

Recent legislation has once again brought attention to the areas of career exploration, career awareness and the general orientation to the world to work. The Elementary and Secondary Education Act, the Comprehensive Employment and Training Act Amendments of 1978 and the Career Education Incentive Act all include these types of activities for their various target populations.

The National Association of State Boards of Education has received a grant from the Office of Career Education to assist five states' in developing a collaborative approach to the formulation and implementation of policies and programs for career education. These activities would be carried out through a state-level task force involving representatives from state and local government employment and training, business and industry. The purpose of the task force is to bring together the principal policy and decision-makers to address the policy issues on coordinating the education world and the world of work. The outcomes of the task force activities will be one of the following: (a) an update of existing career education policy to reflect the thrusts in the new legislation or (b) the development of a career education policy where one does not presently exist reflecting the needs of that state. In either situation it is expected that these products will be distributed to other states' as models for replication.

We are asking the states which are interested in working with us in this activity to write to us indicating (1) which of the two policy areas deserves special attention in their state and what the state would like to accomplish in the area during the year; and (2) what the state has achieved in this area up to the present time.

Project Activities

The project is funded for a twelve-month period beginning October 1, 1978. NASBE will work with the selected states to develop the policy the states have decided is most appropriate for them. In addition to the development of a new policy or updating an existing policy, a multi-media package will be developed which will reflect the process and outcomes of the five Task Forces. This will consist of audio-visual and print materials to illustrate the strategies developed in each state to implement collaborative plans for career education.

Legilative Information

A description of the relationship between career education and CETA, and demonstration areas in the new ESEA law, is inculded with this letter.

We look forward to hearing from you and possibly working with you in this area. Please send your letters to Anne Court, Career Education Project Director by December 20, if possible.

Sincerely,

Wesley Apker
Executive Director

Attachments

WA/lel

Attachment B

Collaborative Efforts Between Career Education and CETA

Career exploration, career awareness and the general orientation to the world of work is addressed in three separate pieces of legislation acted on by the 95th Congress. The Elementary and Secondary Education Act (P.L. 95-561), the Comprehensive Employment and Training Act Amendments of 1978 (P.L. 95-524) and the Career Education Incentive Act (P.L. 95-207).

The National Association of State Boards of Education (NASBE) is assisting five states in developing a collaborative approach to the formulation and implementation of policies and programs for career education with special emphasis given to CETA- eligible youth.

As an important first step in this process, we are currently:

- assessing the types and amounts of resources available from the relevant state agencies and organizations;
- assessing areas of responsibility of these agencies and organizations; and,
- assessing areas in which these agencies can assist each other in meeting assigned responsibilities.

As a key individual, knowledgeable about CETA-eligible youth, NASBE would appreciate you taking 10 minutes to respond to the following:

National Association of State Boards of Education
March 20, 1979

DIRECTIONS: Based on your contacts with CETA eligible youth, circle the number at the right which represents how much you think these students need opportunities to have the career education experience described in each statement.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

	Statements about Career Education*	NN 1	LN 2	U 3	MN 4	HN 5
•	Prior to leaving formal education students need help to:					
1.	develop effective decision-making skills.	1	2	3	4	5
2.	become aware of how they can apply their skills to related jobs rather than being limited to only one.	1	2	3	4	5
3.	develop positive attitudes toward themselves, school and work.	1	2	3	4	5
4.	relate what they learn to occupations.	1	2	3	4	5
5.	develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	5
6.	develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	1	2	3	4	5
7.	become aware of the many occupational options open to them.	1	2	3	4	5
8.	consider how their career choice may affect their lifestyle.	1	2	3	4	5
9.	test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
10.	become aware of current and future trends in the job market.	1	2	3	4	5
11.	develop an understanding and appreciation of our economic system.	1	2	3	4	5

* Definition of career education "an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work as meaningful, productive, and satisfying part of his/her way of living." A Primer for Career Education by Kenneth B. Hoyt, U.S. Office of Education.

Please answer the questions on the basis of this definition.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

	Statements about Career Education	NN 1	LN 2	U 3	MN 4	HN 5
12.	become aware of expectations that employers and higher educational institutions will have of them.	1	2	3	4	5
13.	develop a flexible career plan.	1	2	3	4	5
14.	be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	1	2	3	4	5
15.	learn how to get, hold, and advance on a job.	1	3	4	4	5
16.	learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	1	2	3	4	5
•	These students need help to:					
17.	secure employment if they choose to do so.	1	2	3	4	5
18.	develop responsibility for self-direction.	1	2	3	4	5
19.	develop positive attitudes toward learning throughout life.	1	2	3	4	5
20.	develop human relations skills which will aid in working well with fellow workers, employees and employers.	1	2	3	4	5

Other needs? (Please specify) _____

_____

* Definition of career education "an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work as meaningful, productive, and satisfying part of his/her way of living." A Primer for Career Education by Kenneth B. Hoyt, U.S. Office of Education.

DIRECTIONS: Listed are the services itemized above. Please circle the number at the right which indicates, to the best of your knowledge, what agency is presently providing the service and what agency, in your opinion, should be providing this service.

School (LEA), circle "1"
Community (CBO), circle "2"
CETA Prime Sponsor, circle "3".
No Agency, circle "4"".

	What agency(ies) is presently providing this service?				What agency(ies) should be providing this service?			
	LEA 1	CBO 2	CETA 3	NO 4	LEA 1	CBO 2	CETA 3	NO 4
• Students need help to:								
1. develop effective decision-making skills.	1	2	3	4	1	2	3	4
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	1	2	3	4	1	2	3	4
3. develop positive attitudes toward themselves, school and work.	1	2	3	4	1	2	3	4
4. relate what they learn to occupations.	1	2	3	4	1	2	3	4
5. develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	1	2	3	4
6. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	1	2	3	4	1	2	3	4
7. become aware of the many occupational options open to them.	1	2	3	4	1	2	3	4
8. consider how their career choice may affect their lifestyle.	1	2	3	4	1	2	3	4
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	1	2	3	4
10. become aware of current and future trends in the job market.	1	2	3	4	1	2	3	4
11. develop an understanding and appreciation of our economic system.	1	2	3	4	1	2	3	4
12. become aware of expectations that employers and higher educational institutions will have of them.	1	2	3	4	1	2	3	4
13. develop a flexible career plan.	1	2	3	4	1	2	3	4
14. be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	1	2	3	4	1	2	3	4

School (LEA), circle "1"
Community (CBO), circle "2"
CETA Prime Sponsor, circle "3".
No Agency, circle "4"".

		What agency(ies) is presently providing this service?				What agency(ies) should be providing this service?			
		LEA 1	CBO 2	CETA 3	NO 4	LEA 1	CBO 2	CETA 3	NO 4
15.	learn how to get, hold, and advance on a job.	1	2	3	4	1	2	3	4
16.	learn how to qualify for entrance and succeed in post- secondary school if they choose to do so.	1	2	3	4	1	2	3	4
•	These students need help to:								
17.	secure employment if they choose to do so.	1	2	3	4	1	2	3	4
18.	develop responsibility for self-direction.	1	2	3	4	1	2	3	4
19.	develop positive attitudes toward learning throughout life.	1	2	3	4	1	2	3	4
20.	develop human relations skills which will aid in working well with fellow workers, employees and employers.	1	2	3	4	1	2	3	4

Other needs? (Please specify) _____

_____

Listed below are possible needs that your agency might have in order to facilitate the delivery of the needs of CETA-eligible youth indicated above. At the right, please circle the degree of need that you think your agency has regarding each statement. This list is by no means complete. Please indicate what else your agency/organization could contribute to make its maximum contribution in this area.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

		NN	LN	U	MN	HN
•	My agency needs:					
21.	Clarification of "Career Education". Just what is it?	1	2	3	4	5
22.	Exploration of pertinent and supportive relationships with other groups in career education efforts.	1	2	3	4	5
23.	A position statement concerning our group and its role in career education.	1	2	3	4	5
24.	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages.	1	2	3	4	5
25.	Indications from school staff concerning what they want, when they want it, and at what level.	1	2	3	4	5
26.	Identification of roles and responsibilities of the many groups contributing to career education.	1	2	3	4	5
27.	Consultative help in the development and preparation of materials.	1	2	3	4	5
28.	Teacher and counselor feedback about usefulness of materials.	1	2	3	4	5
29.	Lines of communication between the school and various segments of the local community.	1	2	3	4	5
30.	Coordination with other organizations.	1	2	3	4	5
31.	Statewide with other organizations.	1	2	3	4	5
•	Other needs:					
32.						
33.						

Listed below are some possible ways in which the education and employment systems may work closer together in the area of career education.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

	Activities for Career Education and CETA	NN 1	LN 2	U 3	MN 4	HN 5
1.	Sharing of planning documents in the area of Career Education and CETA's Youth Employment and Training Program (YETP)	1	2	3	4	5
2.	Development of process where these documents and their implementation plans are discussed jointly by the two groups.	1	2	3	4	5
3.	Joint membership, with at least one common member, on YETP State Youth Planning Council and State Advisory Council for Career Education	1	2	3	4	5
4.	Arrangement for educational and employment collaborative efforts such as: (i) technical assistance teams consisting of representatives from both education and employment communities to assist LEAs and CETA Prime Sponsors (ii) identification of resource persons understanding the specific needs of economically disadvantated youth	1	2	3	4	5
5.	State/regional/local meetings for CETA Prime Sponsors and LEAs to explor mutually supportive roles.	1	2	3	4	5
6.	Planning to harmonize use of funds from YETP and Career Education Incentive Act for (i) same populations (ii) activities such as career awareness/exploration/planning/ decision making (iii) employment for economically disadvantaged youth	1	2	3	4	5
7.	Establishment of working relationships among the three prominent local groups (i) local community Career Education Action Council, (ii) the YETP Youth Planning Council, and (iii) the local Private Industry Council (PIC)	1	2	3	4	5

Name (optional) _____ _____

Agency (optional) _____

Type of agency, please (✓)
- educational ( )
- training ( )

Attachment C

ACTION IDEAS FOR COORDINATING ACTIVITIES CARRIED OUT UNDER THE YOUTH EMPLOYMENT TRAINING PROGRAM (YETP) PORTION OF THE "COMPREHENSIVE EMPLOYMENT AND TRAINING ACT AMENDMENTS OF 1978" (CETA) WITH ACTIVITIES CARRIED OUT UNDER THE "CAREER EDUCATION INCENTIVE ACT"

Kenneth B. Hoyt
Director, Office of Career Education
United States Office of Education

Introduction

Title IV, Part A, Subpart 3 - "Youth Employment and Training Programs" - (YETP) of the 1978 CETA amendments contains the following two requirements for coordinating activities under this subpart with those of P.L. 95-207 - the "Career Education Incentive Act." Those portions are as follows:

> Sec. 433(c)(3) - "(3) providing for the establishment of cooperative efforts between State and local institutions including (a) occupational and career guidance and counseling and placement services for in-school and out-of-school youth; and (b) coordination of statewide activities carried out under the Career Education Incentive Act"
>
> Sec. 436(a)(4) - "(4) provide assurances that in the implementation of programs under this subpart there will be coordination, to the extent feasible, with activities conducted under the Career Education Incentive Act"

By requiring "coordination," the Congress clearly intended that there should be no duplication, overlap, or competition between these two kinds of efforts. On the contrary, it seems clear that the Congress intended that these two kinds of activities be mutually supportive and supplementary, each to the other. The Congress did not, in this legislation, indicate any further guidelines with respect to how such "coordination" will operate in practice at the Federal, State, and/or local levels.

The purpose of this paper is to provide a beginning set of possible action examples that hold potential for carrying out this Congressional intent. The action suggestions found here are derived from a study of both of these pieces of legislation. In order to increase the readability - and so the usability of this paper - no attempt is made here to identify and quote specific portions of either law. Instead, an attempt will be made to formulate a possible set of ideas that, in my opinion, accurately reflect the intent of the Congress with respect to both pieces of legislation. This is done with full awareness of the fact that others are likely to interpret Congressional intent in different directions from those indicated here.

No pretense is made that these "action ideas" are either comprehensive or totally accurate in terms of Congressional intent. They are presented here as simply the beginning suggestions in hopes that they may lead others to think of still more and better "action ideas" of their own.

State Level "Action Ideas"

1. State Coordinators of Career Education and those responsible for State Planning Council activities under YETP should share their planning documents

with each other and meet regularly to discuss these documents and actions being taken to implement them. All State Departments of Education (SEAs) now are supposed to have State Plans for Career Education. Such plans are now in the process of being revised so as to fit in with provisions of the "Career Education Incentive Act." Under YETP, State Youth Planning Councils are to be established for purposes of coordinating and providing assistance to local Youth Planning Councils.

If the "coordination" called for under these two pieces of legislation is to take place, it seems reasonable to assume that it will be reflected in the contents of the SEAs State Plan for Career Education and the CETA State Employment and Training Council's plans for operation of State Youth Planning Council activities. By exchanging and discussing such plans with each other, it should be possible to revise and/or formulate both so that the "coordination" called for is reflected in both plans.

These two kinds of State plans will surely overlap in many places. One, for example, can be easily seen in the emphasis both must place on career information and on career guidance. If, on even these two specific topics, the two State plans can be made consistent, better coordination will surely result.

2. Initiate actions to ensure that at least one representative of the YETP State Youth Planning Council is named to the State Advisory Council for Career Education - and vice versa. Such State Councils exist in most States and call for very similar kinds of persons as members. Overlap in membership in these two kinds of State Councils should be a positive first step in making sure that each knows what the other is doing and that they plan to "coordinate" their efforts.

Certainly, it would not be difficult, assuming this major action step could be taken, to arrange a number of related "action steps" including such things as: (a) joint meetings, on an annual basis, of the two Councils; (b) presentations by members representative of each Council to the full membership of the other Council at one or more of that Council's regularly scheduled meetings; and (c) exchange of public papers and reports prepared by each Council.

3. Arrange for joint State technical assistance to local educational agencies (LEAs) and to local CETA Prime Sponsors (PSs) by the State Coordinator of Career Education and professional staff from the State CETA Employment and Training Commission. The "LEA/Prime Sponsor Agreements" called for under the YETP portion of the CETA legislation represent the clearest and most obvious way in which YETP activities can be coordinated with those carried out under the "Career Education Incentive Act." Both LEAs and local CETA Prime Sponsors will require some technical assistance from professionals at the State level if plans for "coordination" devised at the State level are to be reflected in local practice. It would be far better for a team of two persons - one from the SEAs Office of Career Education and the other from the professional CETA state staff - were to visit local communities together for purposes of meeting with both LEA representatives and Prime Sponsor representatives charged with formulating and carrying out LEA/Prime Sponsor Agreements.

4. Hold State and/or regional meetings within the State for CETA Prime Sponsors and LEAs which are jointly sponsored by the CETA State Employment and Training Council and the State Department of Education. Such conferences could - and should - be of three basic types: (a) conferences for educators to acquaint them with the general nature and philosophy of CETA and the specific nature and rationale of YETP; (b) conferences for CETA personnel to acquaint them with the general philosophy and goals of the public Education system and with the specific kinds of operational problems (e.g., academic credit, segregating students, constructing alternative curricula, etc.) school systems envision if they try to implement YETP; and (c) joint conferences for CETA and educators from public schools aimed at showing them how and encouraging them to find ways of making LEA/Prime Sponsor Agreements and of working, as well, in other parts of the CETA legislation. Certainly, such conferences should include an emphasis on the nature, goals, and delivery systems envisioned for career education. If this is done correctly, it will be clear to all concerned - CETA personnel as well as professional educators - that career education, as a community effort, can and should include both CETA prime sponsors and educational systems as essential components in its total delivery system. If this can be accomplished, career education can serve as one vehicle for effectively bringing CETA prime sponsors and professional educators closer together in a set of common concerns and purposes.

The kinds of conferences envisioned here should properly extend beyond the specific goal of coordinating YETP and career education. In addition to this specific legal charge, both the subject of basic education and the subject of vocational education should be considered as conference topics. So too, CETA presentations should extend beyond YETP to the broad range of programmatic efforts conducted under CETA. From the Education side, appropriate kinds of audiences, over and beyond career education personnel, should include such diverse groups as: (a) SEA professional staff members; (b) members of the State Board of Education; (c) local school board members; (d) school administrators; (e) guidance and counseling personnel; and (f) teacher associations.

5. Plan, at the State level, ways in which YETP funds and funds from the Career Education Incentive Act can be focused, to the maximum possible extent, in the same communities. This step, obviously, is idealistic in nature and can, at best, be accomplished only to a partial degree. The general principle, however is both simple and sound. It stems from the fact that, under provisions of the Career Education Incentive Act, only a portion of the LEAs in a given State will be receiving P.L. 95-207 funds for local career education implementation efforts. To the extent that such LEAs are located in communities where relatively large numbers of economically disadvantaged youth are enrolled in public schools, it seems reasonable to plan efforts aimed at making sure strong YETP efforts exist in those LEAs receiving funds under P.L. 95-207. The fact that some communities are almost sure to exist where this kind of "partnership" cannot be consummated does not invalidate the soundness of this general principle.

6. To the extent that State planning/operation exists for the Private Industry Councils (PICs) called for under Title VII of the 1978 CETA Amendments, make sure that systemmatic working arrangements are established between that

body and the State Adivsory Council for Career Education. State Advisory Councils for Career Education, in many States, already include good representation from the private sector. They often also include working relationships with such organizations as NAB, the Chamber of Commerce, etc. A private sector emphasis, in terms of the CETA legislation, extends well beyond Title VII which calls for establishment of the PIC Councils. It is apparent in many places throughout Title IV (Youth Programs) as well as in Title II of the 1978 CETA Amendments. If better coordination with career education efforts is obtained, the general CETA emphasis on involving the private sector - as well as the public sector - in operational activities will surely be enhanced. The PIC councils called for in Title VII of CETA call for contacts with the same kinds of private sector representatives. There is every good reason to utilize resources available to the State Advisory Council for Career Education - as well as those available to the State Advisory Council for Vocational Education - for purposes of making State level PIC operations get off to a better start and operate in a coordinated way with these already established efforts. It will be at the local community level, not the State or Federal levels, where Congressional intent for "coordination" between YETP legislation and the Career Education Incentive Act can be most effectively met. While, to be sure, many positive examples already exist in terms of local practices already generated through the joint efforts of CETA prime sponsors and educators, much more must be learned before we are able to say that we "know" the best ways to accomplish the kinds of coordination called for by the Congress. The kinds of things that have, to date, been tried have been generally positive in nature. Based on this, it now seems appropriate to generate a set of possible "action ideas" that extend the realm of possibilites still further. To do so, of course, is, in no way, to claim or guarantee that each is worthy of consideration.

Local Community Level "Action Ideas"

Each of the "action ideas" to be presented below represents a concept that could, theoretically, be incorporated in LEA/Prime Sponsor Agreements generated in particular communities. While the total set of ideas to be found in an ideal LEA/Prime Sponsor Agreement will extend well beyond the "action ideas" to be presented here, each of these is seen as one potential way in which the Congressional mandate of "coordinating" the YETP portion of the CETA legislation with the Career Education Incentive Act.

1. Seek to establish working relationships among: (a) the local Community Career Education Action Council; (b) the YETP Youth Planning Council; and (c) the local Private Industry Council (PIC). Each of these three kinds of Councils share a number of common goals and concerns. In addition, each holds potential for having, as members, many of the same kinds of community representatives. At the very least, if "coordination" is to occur, it would seem that: (a) some overlap in membership among these three kinds of Councils should be present; (b) information and publications from these three Councils should be shared among them; and (c) meetings of each of these three kinds of Councils should involve, in some planned systematic way, presentations from persons representing the other two Councils.

In an idealistic sense, it is possible that some communities may seek to establish and operate a broad Community Work and Education Council that would, in at least an informal way, be charged with coordinating the activities of these three separate kinds of Councils. The basic rationale behind the formation of such a Council has been well explained by Wirtz in his book The Boundless Resource. In essence, it calls for recognition of the desirability of such a Council serving a "middleman" or "broker" function that allows it to negotiate with all community segments without "belonging to" or being "owned by" any single community segment. Were such a Community Work and Education Council to be established, it obviously would extend its scope of activities still further to include local Vocational Education Advisory Councils, local Adult Education Advisory Councils, advisory councils concerned with bias and stereotyping, and advisory councils established by various kinds of community based organizations concerned with the education/work relationship problem.

It is obvious that much more needs to be learned before coordination can effectively occur among these three types of Councils. It is equally obvious that, if each of these three types of Councils operates completely independent from the other two, the intent of the Congress, as specified at the beginning of this paper, will have been met.

2. Divide the career awareness/exploration/planning/decisionmaking activities called for both in the "transition services" portion of YETP and in the Career Education Incentive Act in ways that maximize utilization of funds available from each of these two pieces of legislation. The list of specific services to be provided under the "transition services" of YETP and under the Career Education Incentive Act appear, at first glance, to differ considerably. However, if one considers both lists in a process sense, it is readily apparent that they share, in a generic way, a concern for the process of career awareness/exploration/planning/decisionmaking. If a process orientation is used, it is possible that coordination of effort might be attained by using YETP funds to concentrate on this process for youth Ages 16-19 in secondary schools while using P.L. 95-207 funds to concentrate on this process for youth Ages 5-15.

There are two important and obvious advantages to CETA prime sponsors inherent in this action idea. First, and most obvious, it would allow funds available under the Career Education Incentive Act to be used to prepare all youth - including economically disadvantaged youth - for the YETP effort at the senior high school level. The second advantage, while not equally obvious, is at least important - namely, such a procedure would allow a school system's career education efforts, beginning in the elementary grades and continuing throughout the senior high school years, to become, in effect, an integral part of a year-round contribution to the CETA Summer Program for Economically Disadvantaged Youth (SPEDY). The SPEDY program, in many communities, has suffered in operation because of failure of the education system to ready economically disadvantaged youth for the Summer SPEDY experience. A strong and effective career education effort could do much to correct this situation. Educators responsible for Career Education should regard such a contribution both as an opportunity and as a responsibility. The advantage to education systems obviously lies in being

able to supplement their P.L. 95-207 funds with YETP funds in ways that provide a more comprehensive total career education effort for all youth in Grades Kindergarten through Grade 12.

3. Use "transition services" funds available under YETP to add an emphasis on the public service portion of the occupational society to the private sector emphasis provided under the Career Education Incentive Act. Typical LEA Career Education implementation efforts have, to date, concentrated primary attention on the private sector and are highly deficient in their emphasis on public service employment when career awareness/exploration activities are planned and conducted. CETA programs have traditionally placed an emphasis on both public service and private sector involvement. It is possible that LEA career education efforts could contribute to increasing the effectiveness of CETA in dealing with the private sector. It is almost certain that CETA could greatly enhance the effectiveness with which LEA career education efforts consider and include a public service, as well as a private sector, emphasis. By combining the expertise and resources of both CETA and LEA career education personnel in the public sector/private sector dimension, better "coordination," as envisioned by the Congress, could surely be attained.

4. Encourage use of CETA Prime Sponsor personnel as resource/consultants for use in helping education systems better understand and meet the needs of economically disadvantaged youth. CETA Prime Sponsors personnel have, for many years, concentrated their primary attention on economically disadvantaged persons. They understand such persons in terms of: (a) their home/family/neighborhood backgrounds; (b) the kinds of educational experiences that have caused many of them to drop out of school; and (c) the wide variety of kinds of community based organizations that now exist to provide services to economically disadvantaged persons. If educators will, wherever possible, use CETA Prime Sponsor personnel in resource/consultative capacities, they can learn much that will help the education system better meet the needs of the economically disadvantaged. In addition, CETA Prime Sponsor personnel could provide education systems with very positive help in establishing relationships with and better understanding a wide variety of kinds of community based organizations who serve economically disadvantaged youth.

In addition to holding potential for providing a better coordinated and more effective total community effort to meet the education/work relationship problems facing economically disadvantaged youth, such an activity also holds immediate practical potential for helping educational systems better understand and deal with problems of granting academic credit for youth participation in some activities conducted under auspices of some community based organizations. The CETA Prime Sponsor can serve as one kind of "bridge" between the education system and such community based organizations.

5. Use the "career employment experiences" portion of YETP funds primarily for purposes of providing part-time employment to economically disadvantaged youth while depending on funds from the Career Education Incentive Act to provide other parts of the "career employment experience." Obviously, this represents quite a different approach than that suggested

under "action idea #2" presented above. Some communities might find it a more attractive way of negotiating the LEA/Prime Sponsor agreement. Its prime advantage, from the standpoint of the CETA prime sponsor, is that it would increase the number of part-time jobs that could be made available, under YETP, to economically disadvantaged youth. The viability of this idea is directly dependent on the strength of the career education effort at the senior high school level. It is an idea that would probably work best in those communities where the K-12 school system is receiving funds under the Career Education Incentive and supplementing them with additional career education funds available from State and/or local sources.

6. Use the "career employment experiences" portion of YETP funds to greatly increase the career awareness/exploration/planning/decisionmaking services offered economically disadvantaged youth under the existing K-12 career education program. This idea is one that would seek, from Career Education Incentive Act funds, the amount of money available under that law for that portion of the senior high school student population who qualify as "economically disadvantaged." This portion of the school system's career education funds, supplemented by YETP funds earmarked for "career employment experiences," could be combined to create an alternative curriculum for economically disadvantaged youth using one of the four classical models of Experienced Based Career Education (EBCE). The EBCE model, then, would operate at the senior high school level for economically disadvantaged youth with the regular career education effort concentrating its remaining resources on the other students.

If school systems resist using a portion of their Career Education Incentive Act funds for this special Experience Based Career Education effort it is possible that YETP funds alone could finance an EBCE effort for economically disadvantaged youth under the "career employment experience" portion of YETP leaving all funds available under the Career Education Incentive Act to serve the remaining portion of the student population.

7. Enter into an LEA/Prime Sponsor Agreement that calls for combining YETP funds with funds available under the Career Education Incentive Act to establish a single Community Career Education Resource Center serving all students in the K-12 population. Such a center, involving the collection and utilization of such facilities as: (a) a directory of community resource persons and organizations; (b) a file of educational/occupational information; (c) a set of career exploration simulation devices aimed at helping students better understand their career interests and aptitudes; and (d) computerized systems for career decisionmaking is certainly not something that should be duplicated under both the YETP effort and the Career Education effort. Rather, in any single community, only one such center should be created and staffed. That Center, with very little extra effort, could be built and operated in such a way that it serves adults as well as youth - in which case other forms of CETA funds may also be available to help pay for its construction and operation. The exact proportion of public school system funds (available under P.L. 95-207 as well as other sources) versus the amount of YETP/CETA funds to be used in this effort is something to be worked out at the local level. In any event, this is an idea that illustrates, to a very clear extent, the concept of coordination called for by the Congress.

Concluding Remarks

The ideas presented in this paper are intended to represent only a beginning effort to call attention to and encourage discussion of actions to be taken in meeting requirements of Sec. 433(c)(3) and Sec. 436(a)(4) of the COMPREHENSIVE EMPLOYMENT AND TRAINING ACT AMENDMENTS OF 1978. No pretense is made here that the ideas presented here are all viable. Certainly, no pretense is made here that these ideas represent a comprehensive list of those that should be considered. It is quite likely that much better ideas are already being put into practice in several local communities across the Nation. When the current OCE contract on "YETP and Career Education" is completed, it is anticipated that many such "better ideas" will have been discovered.

In the meantime, this paper may serve a useful purpose if only by calling attention of both educators and CETA personnel to this requirement in the CETA legislation. Doing so represents a necessary first step to following the dictates of the Congress as expressed in the 1978 CETA legislation.

Attachment D

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Attachment E

LOUISIANA

TOTAL WEIGHT	Statements About Career Education	What agency(ies) is presently providing this service? LEA 1	CBO 2	CETA 3	NO 4	What agency(ies) should be providing this service? LEA 1	CBO 2	CETA 3	NO 4
82	Prior to leaving formal education students 1. develop effective decision-making skills.	15	1	1	3	16	1	3	-
81	2. become aware of the many occupational options open to them.	15	2	2	2	14	6	7	-
80	3. develop positive attitudes toward themselves, school and work.	13	1	1	3	13	5	5	-
	4. develop an appreciation for the personal, social, and economic significance of work.	12	2	2	4	15	5	4	-
	5. consider how their career choice may affect their lifestyle.	13	1	3	3	14	5	4	-
	6. become aware of expectations that employers and higher educational institutions will have of them.	11	2	3	6	13	6	6	-
79	7. become aware of how they can apply their skills to related jobs rather than being limited to only one.	13	1	2	5	14	1	5	-
	8. relate what they learn to occupations.	10	1	6	2	13	4	5	-
	9. develop responsibility for self-direction.	15	4	2	2	14	5	3	-
76	10. learn how to get, hold, and advance on a job.	12	3	5	4	14	7	7	-
	11. develop human relations skills which will aid in working well with fellow workers, employees and employers.	15	1	2	1	14	5	4	1
75	12. develop a flexible career plan.	13	1	1	4	14	4	3	-
	13. be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	14	1	2	4	13	3	6	-
	14. develop positive attitudes toward learning throughout life.	16	3	2	1	15	4	3	-
74	15. secure employment if they choose to do so.	8	6	5	2	8	8	8	-
	16. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	13	1	1	4	15	3	3	-
72	17. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	9	2	6	4	10	6	8	-
	18. become aware of current and future trends in the job market.	12	3	3	3	14	5	3	-
69	19. learn how to qualify for entrance and succeed in postsecondary school if they choose to do so.	16	-	1	2	16	2	1	-
67	20. develop an understanding and appreciation of our economic system.	13	3	2	3	13	6	4	-
	Other needs: A better basic general education. Increased computational and communication skills.								

Louisiana

Listed below are some possible ways in which the education and employment systems may work closer together in the area of career education.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

	Activities for Career Education and CETA	NN 1	LN 2	U 3	MN 4	HN 5
1.	Sharing of planning documents in the area of Career Education and CETA's Youth Employment and Training Program (YETP)				5	10
2.	Development of process where these documents and their implementation plans are discussed jointly by the two groups.				6	9
3.	Joint membership, with at least one common member, on YETP State Youth Planning Council and State Advisory Council for Career Education			1	4	11
4.	Arrangement for educational and employment collaborative efforts such as: (i) technical assistance teams consisting of representatives from both education and employment communities to assist LEAs and CETA Prime Sponsors (ii) identification of resource persons understanding the specific needs of economically disadvantated youth				6	9
5.	State/regional/local meetings for CETA Prime Sponsors and LEAs to explor mutually supportive roles.				5	10
6.	Planning to harmonize use of funds from YETP and Career Education Incentive Act for (i) same populations (ii) activities such as career awareness/exploration/planning/ decision making (iii) employment for economically disadvantaged youth	1	1		6	8
7.	Establishment of working relationships among the three prominent local groups (i) local community Career Education Action Council, (ii) the YETP Youth Planning Council, and (iii) the local Private Industry Council (PIC)				4	12

Louisiana

Listed below are possible needs that your agency might have in order to facilitate the delivery of the needs of CETA-eligible youth indicated above. At the right, please circle the degree of need that you think your agency has regarding each statement. This list is by no means complete. Please indicate what else your agency/organization could contribute to make its maximum contribution in this area.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

		NN	LN	U	MN	HN
•	My agency needs:					
21.	Clarification of "Career Education". Just what is it?	6	2		5	4
22.	Exploration of pertinent and supportive relationships with other groups in career education efforts.			3	4	10
23.	A position statement concerning our group and its role in career education.	1	2	1	6	7
24.	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages.				7	9
25.	Indications from school staff concerning what they want, when they want it, and at what level.		1	1	2	12
26.	Identification of roles and responsibilities of the many groups contributing to career education.			1	1	14
27.	Consultative help in the development and preparation of materials.	1		3	3	9
28.	Teacher and counselor feedback about usefulness of materials.		1	2	6	7
29.	Lines of communication between the school and various segments of the local community.				8	8
30.	Coordination with other organizations.				6	10
31.	Statewide coordination with other organizations.				5	11
•	Other needs:					
32.	Understanding of the various titles & objectives delineated by the CETA Act (Youth portion)					1
33.	A State Department of Education commitment to career education					1

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"Source: National Association of State Boards of Education"

Attachment G

MICHIGAN

TOTAL WEIGHT	Statements About Career Education	What agency(ies) is presently providing this service? LEA 1	CBO 2	CETA 3	NO 4	What agency(ies) should be providing this service? LEA 1	CBO 2	CETA 3	NO 4
	Prior to leaving formal education students need help to:								
40	1. develop positive attitudes toward themselves, school and work.	4	2	2	4	8	6	5	-
40	2. be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	5	1	2	2	8	3	4	-
39	3. become aware of expectations that employers and higher educational institutions will have of them.	6	3	3	1	8	4	5	-
39	3. learn how to get, hold, and advance on a job.	6	2	4	1	8	5	6	-
39	4. secure employment if they choose to do so.	5	3	4	1	8	5	6	-
39	5. develop human relations skills which will aid in working well with fellow workers, employees and employers.	5	3	3	1	8	5	5	-
38	6. develop responsibility for self-direction.	4	3	2	1	8	6	5	-
38	7. become aware of how they can apply their skills to related jobs rather than being limited to only one.	5	2	2	2	8	3	5	-
38	8. become aware of the many occupational options open to them.	4	4	4	1	8	4	5	-
38	9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	4	2	2	2	8	5	4	-
37	10. develop effective decision-making skills.	5	3	2	3	8	3	3	-
37	11. relate what they learn to occupations.	6	1	3	1	8	3	5	-
37	12. develop an appreciation for the personal, social, and economic significance of work.	3	1	2	4	8	3	5	-
37	13. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	6	3	3	1	8	5	4	-
37	14. develop positive attitudes toward learning throughout life.	4	2	2	2	8	5	5	-
37	15. become aware of current and future trends in the job market.	6	2	3	1	8	5	6	-
35	16. consider how their career choice may affect their lifestyle.	3	4	2	3	8	4	5	-
35	17. learn how to qualify for entrance and succeed in postsecondary school if they choose to do so.	6	2	2	1	8	3	4	-
34	18. develop a flexible career plan.	5	1	1	2	8	3	5	-
33	19. develop an understanding and appreciation of our economic system.	5	2	1	1	8	3	4	-
	Other needs: 1. Minimum competencies in "personal economics" (interest rates/loans; checking/banking/budgeting). 2. Economic, civic, social role as an adult.								

MICHIGAN

Listed below are possible needs that your agency might have in order to facilitate the delivery of the needs of CETA-eligible youth indicated above. At the right, please circle the degree of need that you think your agency has regarding each statement. This list is by no means complete. Please indicate what else your agency/organization could contribute to make its maximum contribution in this area.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

		NN	LN	U	MN	HN
•	My agency needs:					
21.	Clarification of "Career Education". Just what is it?	2	2	-	2	5
22.	Exploration of pertinent and supportive relationships with other groups in career education efforts.	-	-	-	3	5
23.	A position statement concerning our group and its role in career education.	3	1	-	2	2
24.	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages.	-	-	2	5	1
25.	Indications from school staff concerning what they want, when they want it, and at what level.	-	2	1	4	1
26.	Identification of roles and responsibilities of the many groups contributing to career education.	1	-	-	3	4
27.	Consultative help in the development and preparation of materials.	2	2	3	1	-
28.	Teacher and counselor feedback about usefulness of materials.	1	2	2	2	1
29.	Lines of communication between the school and various segments of the local community.	-	-	-	4	4
30.	Coordination with other organizations.	-	-	-	2	6
31.	Statewide with other organizations.	-	-	-	2	6
•	Other needs:					
32.						
33.						

MICHIGAN

Listed below are some possible ways in which the education and employment systems may work closer together in the area of career education.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

	Activities for Career Education and CETA	NN 1	LN 2	U 3	MN 4	HN 5
1.	Sharing of planning documents in the area of Career Education and CETA's Youth Employment and Training Program (YETP)	-	1	-	-	7
2.	Development of process where these documents and their implementation plans are discussed jointly by the two groups.	-	-	1	-	7
3.	Joint membership, with at least one common member, on YETP State Youth Planning Council and State Advisory Council for Career Education	1	-	1	2	4
4.	Arrangement for educational and employment collaborative efforts such as: (i) technical assistance teams consisting of representatives from both education and employment communities to assist LEAs and CETA Prime Sponsors (ii) identification of resource persons understanding the specific needs of economically disadvantated youth	-	-	-	2	6
5.	State/regional/local meetings for CETA Prime Sponsors and LEAs to explore mutually supportive roles.	-	-	-	2	6
6.	Planning to harmonize use of funds from YETP and Career Education Incentive Act for (i) same populations (ii) activities such as career awareness/exploration/planning/ decision making (iii) employment for economically disadvantaged youth (Do not want to mix funds)	-	-	1	-	6
			1	1	- 6	8
7.	Establishment of working relationships among the three prominent local groups (i) local community Career Education Action Council, (ii) the YETP Youth Planning Council, and (iii) the local Private Industry Council (PIC)	1	-	-	1	5

Name (optional) _____

Agency (optional) _____

Type of agency, please (✓)
- educational ( )
- training ( )

Attachment H

"Mississippi ad hoc Task Force on Career Education and CETA"

Mr. Jamie Howell
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Jackson, Mississippi 39205

Ms. Joy Tharpe
Governor's Office of Job
Development and Training
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State of Mississippi
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Jackson, MS 39201

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Director
Division of Vocational -
Technical Education
P. O. Box 771
Jackson, MS 39205

Dr. Ralph Brewer, Director
Division of Instruction
P. O. Box 771
Jackson, Mississippi 39205

Mrs. Lora Chappell
1104 Ellis Avenue
Jackson, MS 39209

Honorable Charlie Deaton
Representative - District Seventeen
Drawer B
Greenwood, Mississippi 38938

Dr. Pamela P. Murray
Meridian Public Schools
1019 25th Avenue
Meridian, MS 39201

Mr. Travis Cliett
Assistant Director
Industrial Services
P. O. Box 771
Jackson, MS 39205

Honorable John G. Corlew
Senator - Third District
State of Mississippi
P. O. Box 1959
Pascagoula, Mississippi 39567

Mr. Tommy Stingley
Executive Director
Jackson Manpower CETA Consortium
P. O. Box 17
Jackson, Mississippi 39205

Mr. James Hancock
Career Education Coordinator
State Department of Education
P. O. Box 771
Jackson, MS 39205

"Source: National Association of State Boards of Education"

Attachment I

MISSISSIPPI

TOTAL WEIGHT	Statements About Career Education	What agency(ies) is presently providing this service? LEA 1	CBO 2	CETA 3	NO 4	What agency(ies) should be providing this service? LEA 1	CBO 2	CETA 3	NO 4
25	1. develop effective decision-making skills.	4	-	-	1	5	2	2	4
	2. develop positive attitudes toward themselves, school and work.	4	-	1	1	5	2	2	-
	3. develop responsibility for self-direction	4	1	-	1	5	4	3	-
24	4. relate what they learn to occupations.	4	-	-	1	5	2	2	-
	5. develop an appreciation for the personal, social, and economic significance of work	3	1	1	2	4	2	1	-
	6. learn how to get, hold and advance on a job.	4	1	-	1	5	3	2	-
	7. develop positive attitudes toward learning throughout life.	4	1	-	1	5	3	2	-
23	8. become aware of how they can apply their skills to related jobs rather than being limited to only one.	4	-	-	1	5	2	2	-
	9. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	4	1	-	1	5	3	2	-
	10. become aware of the many occupational options open to them.	3	1	2	1	5	2	2	-
	11. consider how their career choice may affect their lifestyle.	3	1	1	2	5	3	2	-
	12. develop an understanding and appreciation of our economic system.	3	1	-	2	5	2	2	-
	13. become aware of expectations that employers and higher educational institutional will have of them.	3	1	-	2	5	3	2	-
	14. develop a flexible career plan.	3	1	1	1	5	3	2	-
	15. be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	4	-	1	1	5	3	2	-
	16. secure employment if they choose to do so	3	2	2	-	4	4	2	-
	17. develop human relations skills which will aid in working well with fellow workers, employees and employers.	3	1	-	2	5	4	2	-
22	18. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	2	1	1	1	5	2	2	-
	19. become aware of current and future trends in the job market.	2	1	1	2	4	2	1	-
	20. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	4	-	-	1	5	1	2	-

Listed below are possible needs that your agency might have in order to facilitate the delivery of the needs of CETA-eligible youth indicated above. At the right, please circle the degree of need that you think your agency has regarding each statement. This list is by no means complete. Please indicate what else your agency/organization could contribute to make its maximum contribution in this area.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

		NN	LN	U	MN	HN
•	My agency needs:					
21.	Clarification of "Career Education". Just what is it?	-	-	-	2	3
22.	Exploration of pertinent and supportive relationships with other groups in career education efforts.	-	2	-	2	1
23.	A position statement concerning our group and its role in career education.	-	1	-	1	3
24.	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages.	-	1	-	1	3
25.	Indications from school staff concerning what they want, when they want it, and at what level.	1	-	2	2	-
26.	Identification of roles and responsibilities of the many groups contributing to career education.	-	1	-	1	3
27.	Consultative help in the development and preparation of materials.	2	-	1	-	2
28.	Teacher and counselor feedback about usefulness of materials.	-	1	-	2	2
29.	Lines of communication between the school and various segments of the local community.	-	-	-	1	4
30.	Coordination with other organizations.	-	1	1	2	1
31.	Statewide with other organizations.	-	-	1	2	1
•	Other needs:					
32.						
33.						

Listed below are some possible ways in which the education and employment systems may work closer together in the area of career education.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

Activities for Career Education and CETA	NN 1	LN 2	U 3	MN 4	HN 5
1. Sharing of planning documents in the area of Career Education and CETA's Youth Employment and Training Program (YETP)	-	2	-	1	2
2. Development of process where these documents and their implementation plans are discussed jointly by the two groups	-	1	1	-	3
3. Joint membership, with at least one common member, on YETP State Youth Planning Council and State Advisory Council for Career Education	-	2	1	-	2
4. Arrangement for educational and employment collaborative efforts such as: (i) technical assistance teams consisting of representatives from both education and employment communities to assist LEAs and CETA Prime Sponsors (ii) identification of resource persons understanding the specific needs of economically disadvantaged youth	-	2	1	-	2
5. State/regional/local meetings for CETA Prime Sponsors and LEAs to explore mutually supportive roles	1	2	-	-	2
6. Planning to harmonize use of funds from YETP and Career Education Incentive Act for (i) same populations (ii) activities such as career awareness/exploration/planning/decision making (iii) employment for economically disadvantaged youth	1	-	1	1	2
7. Establishment of working relationships among the three prominent local groups (i) local community Career Education Action Council, (ii) the YETP Youth Planning Council, and (iii) the local Private Industry Council (PIC)	-	1	2	-	2

Name (optional) _____

Agency (optional) _____

Type of agency, please (✓)
- educational ( )
- training ( )

Attachment J

"New Jersey ad hoc Task Force on Career Education and CETA"

Steve Lynch, Assistant Director
Camden Co. E & T

John Knorr, Co. Career Education Coordinator
Camden

Dr. Fred Bonacere, Superintendent
Woodbridge

Charles Boyle, Superintendent
Edison

Reagan Brown, Director
CETA, Middlesex

Mr. Linkey, State Director of Policy & Planning
Governor's office

Dr. Tom Corcoran
Department of Education

Dr. John Kugan, Co. Career Education Coordinator

Homer Bruno
New Jersey Department of Labor

David DePinto
New Jersey Department of Labor

Dr. Henry Tornell
New Jersey State Department of Education

Greg Buontempo
New Jersey State Department of Education

William Wenzel
New Jersey State Department of Education

Harold Seltzer
New Jersey State Department of Education

"Source: National Association of State Boards of Education"

Attachment K

NEW JERSEY

TOTAL WEIGHT	Statements About Career Education	What agency(ies) is presently providing this service? LEA 1	CBO 2	CETA 3	NO 4	What agency(ies) should be providing this service? LEA 1	CBO 2	CETA 3	NO 4
	Prior to leaving formal education students								
40	1. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	7	3	6	1	7	3	5	-
	2. become aware of the many occupational options open to them.	8	2	7	-	7	4	6	-
39	3. develop effective decision-making skills.	7	-	6	1	7	-	5	-
	4. develop positive attitudes toward themselves, school and work.	8	2	5	-	7	3	4	-
	5. relate what they learn to occupations.	7	1	6	1	7	1	5	-
	6. develop an appreciation for the personal, social, and economic significance of work.	8	2	5	-	7	3	4	-
	7. consider how their career choice may affect their lifestyle.	8	2	5	-	7	2	3	-
	8. become aware of current and future trends in the job market.	7	-	6	1	7	1	4	-
	9. develop an understanding and appreciation of our economic system.	7	-	3	1	7	1	3	-
	10. learn how to get, hold, and advance on a job.	7	1	7	1	7	2	6	-
	11. develop responsibility for self-direction.	7	2	6	1	7	4	5	-
38	12. become aware of how they can apply their skills to related jobs rather than being limited to only one.	7	-	5	1	7	-	5	-
	13. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	8	1	7	-	7	-	6	-
	14. develop a flexible career plan.	7	-	4	1	7	2	5	-
	15. learn how to qualify for entrance and succeed in postsecondary school if they choose to do so.	7	1	3	1	7	-	1	-
37	16. become aware of expectations that employers and higher educational institutions will have of them.	7	-	4	1	7	1	4	-
	17. be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	7	-	4	2	7	-	4	-
	18. secure employment if they choose to do so.	8	1	7	-	7	3	5	-
	19. develop positive attitudes toward learning throughout life.	7	1	4	1	7	2	3	-
	20. develop human relations skills which will aid in working well with fellow workers, employees and employers.	7	1	4	1	7	2	5	-
	Other needs: Awareness of one's own capabilities, limitations and interests. Being able to translate this into a viable career plan.								

New Jersey

Listed below are possible needs that your agency might have in order to facilitate the delivery of the needs of CETA-eligible youth indicated above. At the right, please circle the degree of need that you think your agency has regarding each statement. This list is by no means complete. Please indicate what else your agency/organization could contribute to make its maximum contribution in this area.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

		NN	LN	U	MN	HN
•	My agency needs:					
21.	Clarification of "Career Education". Just what is it?	3		1	3	
22.	Exploration of pertinent and supportive relationships with other groups in career education efforts.				5	3
23.	A position statement concerning our group and its role in career education.	2			3	2
24.	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages.	1		1	4	1
25.	Indications from school staff concerning what they want, when they want it, and at what level.		1		1	5
26.	Identification of roles and responsibilities of the many groups contributing to career education.				2	5
27.	Consultative help in the development and preparation of materials.			1	5	1
28.	Teacher and counselor feedback about usefulness of materials.				5	2
29.	Lines of communication between the school and various segments of the local community.		1		4	2
30.	Coordination with other organizations.				4	3
31.	Statewide coordination with other organizations.		1	2	4	
•	Other needs:					

New Jersey

Listed below are some possible ways in which the education and employment systems may work closer together in the area of career education.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

	Activities for Career Education and CETA	NN 1	LN 2	U 3	MN 4	HN 5
1.	Sharing of planning documents in the area of Career Education and CETA's Youth Employment and Training Program (YETP)				4	3
2.	Development of process where these documents and their implementation plans are discussed jointly by the two groups.			1	3	3
3.	Joint membership, with at least one common member, on YETP State Youth Planning Council and State Advisory Council for Career Education		1	3	1	3
4.	Arrangement for educational and employment collaborative efforts such as: (i) technical assistance teams consisting of representatives from both education and employment communities to assist LEAs and CETA Prime Sponsors (ii) identification of resource persons understanding the specific needs of economically disadvantated youth			1	4	5
5.	State/regional/local meetings for CETA Prime Sponsors and LEAs to explore mutually supportive roles.		1		1	4
6.	Planning to harmonize use of funds from YETP and Career Education Incentive Act for (i) same populations (ii) activities such as career awareness/exploration/planning/ decision making (iii) employment for economically disadvantaged youth				2	5
7.	Establishment of working relationships among the three prominent local groups (i) local community Career Education Action Council, (ii) the YETP Youth Planning Council, and (iii) the local Private Industry Council (PIC)		1		3	3

Attachment L

"New York ad hoc task force on Career Education and CETA"

Mr. Virgil H. Hodges
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CETA Operations Division
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State Office Building Campus
Albany, NY 12240

Mr. Richard Hannis, Manager
Community Relations
New York State Electric & Gas Co.
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Binghamton, NY 13902

The Honorable Arlene B. Reed-Delaney
524 Madison Avenue
Albany, NY 12208

Mr. Edward C. Strack, Chief
Bureau of Guidance
New York State Education Department
Albany, NY 12234

Mr. Frederick Arold, Associate
Bureau of Special Occupational
Education Services
New York State Education Department
Albany, NY 12234

Mr. John J. McEneny
Commissioner
Department of Human Resources
City of Albany
City Hall, Room 254M
Albany, NY 12207

Honorable George Arney, Jr.
Chairman
Wayne County Board of Supervisors
Lyons, NY 14489

Dr. Stanley L. Raub
Executive Director
New York State School
Boards Association, Inc.
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Albany, NY 12210

Dr. Robert W. Sekowski
District Superintendent
Oneida-Madison-Herkimer BOCES
P.O. Box 233
Yorkville, NY 13495

Mr. James Gaddy
Principal
Mt. Vernon High School
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Mt. Vernon, NY 10552

Mr. Charles Henry
Principal
Mont Pleasant High School
Forest Road
Schenectady, NY 12303

Mr. Samuel Meyers
President, Local 259
351 Broadway
New York, NY 10013

Commissioner John Dyson
New York State Dept. of Commerce
Twin Towers
99 Washington Ave.
Albany, NY 12245

"Source: National Association of State Boards of Education"

NEW YORK

TOTAL WEIGHT	Statements About Career Education	What agency(ies) is presently providing this service? LEA 1	CBO 2	CETA 3	NO 4	What agency(ies) should be providing this service? LEA 1	CBO 2	CETA 3	NO 4
56	1. consider how their career choice may affect their life style.	4	-	-	5	7	2	2	2
54	2. develop effective decision-making skills.	7	2	2	-	9	1	3	-
	3. develop positive attitudes toward themselves, school and work.	5	1	2	3	9	5	6	-
	4. become aware of the many occupational options open to them.	7	1	3	1	9	5	6	-
	5. develop responsibility for self-direction.	6	1	2	2	9	4	6	-
53	6. become aware of how they can apply their skills to related jobs rather than being limited to only one.	6	1	4	1	9	2	7	-
	7. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	6	-	3	2	9	3	6	-
	8. be prepared for a "next step" when they leave public school, in either immediate employment or continued education.	7	1	1	-2	9	3	4	-
	9. learn how to get, hold, and advance on a job.	5	1	3	3	8	6	5	1
52	10. develop an appreciation for the personal, social and economic significance of work.	5	1	2	3	7	4	5	1
	11. develop positive attitudes toward learning throughout life.	7	-	1	2	8	3	3	1
51	12. test their interest and aptitude through paid or unpaid, actual or similated work experience.	6	3	5	1	7	5	8	-
	13. become aware of expectations that employers and higher educational institutions that will have of them.	7	1	3	2	9	4	6	-
	14. secure employment if they choose to do so.	4	4	7	1	6	6	8	-
	15. develop human relations skills which will aid in working well with fellow workers, employees and employers.	5	-	3	3	9	4	6	-
50	16. relate what they learn to occupations.	7	-	2	2	9	5	5	-
	17. learn how to qualify for entrance and succed in post secondary school if they choose to do so.	8	-	-	1	9	3	3	-
49	18. become aware of current and future trends in the job market.	5	1	2	3	8	3	6	1
	19. develop an understanding and appreciation of our economic system.	7	1	2	2	8	2	3	1
48	20. develop a flexible career plan.	5	2	2	3	7	3	5	1

Listed below are possible needs that your agency might have in order to facilitate the delivery of the needs of CETA-eligible youth indicated above. At the right, please circle the degree of need that you think your agency has regarding each statement. This list is by no means complete. Please indicate what else your agency/organization could contribute to make its maximum contribution in this area.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

		NN	LN	U	MN	HN
•	My agency needs:					
21.	Clarification of "Career Education". Just what is it?	2	4	-	2	2
22.	Exploration of pertinent and supportive relationships with other groups in career education efforts.	-	2	-	6	2
23.	A position statement concerning our group and its role in career education.	3	2	1	2	2
24.	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages.	-	1	1	3	5
25.	Indications from school staff concerning what they want, when they want it, and at what level.	1	2	-	5	2
26.	Identification of roles and responsibilities of the many groups contributing to career education.	-	-	-	5	5
27.	Consultative help in the development and preparation of materials.	-	3	3	3	1
28.	Teacher and counselor feedback about usefulness of materials.	1	1	1	5	2
29.	Lines of communication between the school and various segments of the local community.	-	-	1	3	6
30.	Coordination with other organizations.	1	-	-	3	6
31.	Statewide with other organizations.	1	-	1	2	6
•	Other needs:					
32.						
33.						

Listed below are some possible ways in which the education and employment systems may work closer together in the area of career education.

If there is No Need for the experience described, circle "1". NN=1
If there is Little Need for the experience described, circle "2". LN=2
If you are Undecided about the need for the experience described, circle "3". U=3
If there is Moderate Need for the experience described, circle "4". MN=4
If there is a High Need for the experience described, circle "5". HN=5

Activities for Career Education and CETA	NN 1	LN 2	U 3	MN 4	HN 5
1. Sharing of planning documents in the area of Career Education and CETA's Youth Employment and Training Program (YETP)	-	-	1	3	6
2. Development of process where these documents and their implementation plans are discussed jointly by the two groups	-	-	1	4	5
3. Joint membership, with at least one common member, on YETP State Youth Planning Council and State Advisory Council for Career Education	-	-	1	4	5
4. Arrangement for educational and employment collaborative efforts such as: (i) technical assistance teams consisting of representatives from both education and employment communities to assist LEAs and CETA Prime Sponsors (ii) identification of resource persons understanding the specific needs of economically disadvantaged youth	-	-	1	1	8
5. State/regional/local meetings for CETA Prime Sponsors and LEAs to explore mutually supportive roles	-	-	-	3	7
6. Planning to harmonize use of funds from YETP and Career Education Incentive Act for (i) same populations (ii) activities such as career awareness/exploration/planning/decision making (iii) employment for economically disadvantaged youth	-	-	2	1	7
7. Establishment of working relationships among the three prominent local groups (i) local community Career Education Action Council, (ii) the YETP Youth Planning Council, and (iii) the local Private Industry Council (PIC)	-	-	1	2	7

Name (optional) _____

Agency (optional) _____

Type of agency, please (✓)
- educational ( )
- training ( )

NASBE seeks changes in voc ed services to handicapped

NASBE has begun a project designed to develop a comprehensive approach to providing free, appropriate vocational education to all handicapped youth ages 15 through 21. The Association wants to encourage the integration of vocational education services into the educational process, to better prepare handicapped students for the employment market.

NASBE will assist four states in convening State Directors of Special Education, Vocational Education and Vocational Rehabilitation. These groups will address policy issues related to vocational education needs of handicapped students in their respective states.

Major activities included in the project are: 1) to develop a data collection system which will be piloted in four states and made available for national dissemination; 2) to help state level policy makers develop and implement an interagency plan for providing vocational education to handicapped youth; and 3) to identify gaps in personnel training, assessment procedures, program options, etc., which are directly related to the delivery of vocational education services. Special attention will be given to bilingual/bicultural and Native American handicapped students and to those youth not presently receiving an appropriate public education.

By the end of the project, staff expect to produce a data collection system instrument; drafted state policy plans for the vocational education of the handicapped; and an interagency commitment for implementing those plans.

The project is funded in the amount of $49,000 by the U.S. Office of Education, Bureau of Education for the Handicapped. The duration of the project is eight months, beginning September 15, 1978. For more information, contact Ron Howard at NASBE. □

NASBE to facilitate career ed policy development

NASBE has begun a project to facilitate the development of comprehensive, K-12 policies and programs for career education. The Association will convene a task force of representatives of state and local government, education, business, labor and industry within each of five states. The groups will address the issues related to the career education needs of youth in their respective states and will develop policies to coordinate the education world and the world of work.

These collaborative efforts will result in models for policy development that may be replicated in other states that are attempting to integrate career education into the educational process. NASBE will also develop a multi-media package that documents the model process for use by other states in their policy development efforts. These multi-media presentations will be disseminated to each state. Further technical assistance will be provided to the states to aid in the dissemination and implementation of the model policy development process.

At the present time, communication has been made with nine states from which five states will be chosen. The state-level activities will begin this month.

The twelve-month project, which began October 1, 1978, is funded by the U.S.O.E. Office of Career Education. For more information, contact Anne Court at NASBE. □

Administrators need training, too

School administrators need improved or expanded training opportunities in several areas, according to a recent survey conducted by the National Center for Education Statistics. More than a fifth of the superintendents considered the need for improved training urgent in these areas: community involvement and taxpayer support; energy management; budget management and school finance; program evaluation; education law; staff evaluation; implementing state and federal programs; and curriculum development.

For more information, contact Jeanette Goor at NCES (an agency of H.E.W.), 400 Maryland Ave., S.W., Washington, DC 20202; (202) 245-7843. □

Project Update

Adolescent parenthood

Meetings held to prepare for survey

By Cathlene Williams
NASBE Staff

Two meetings for representatives from federal agencies and national associations were recently convened by staff of the Adolescent Parenthood Project, (see Oct./Nov. issue of FOCUS) jointly sponsored by NASBE and the National Conference of State Legislatures (NCSL). Participants discussed policy issues relating to provision of services to pregnant adolescents and school-age parents, and the survey instrument to be used by NASBE in collecting data regarding state level legislation, rules, regulations and policies.

Phyllis Blaunstein, Associate Executive Director, opened the meetings and introduced project staff: Dr. Sharon Alexander, NASBE Project Director; Alice Gerber, NCSL Research Associate; Cathlene Williams, NASBE Research Associate; and Janet Forbush, Consultant. Dr. Alexander briefed participants on NASBE and its activities and gave an overview of the project. The attendees then shared the current and projected policy issues within their agency or association that deal with adolescent pregnancy and parenthood. This discussion facilitated communication among policy makers who play important roles in meeting the needs of school-age parents.

Comments made by participants regarding NASBE's proposed survey were extremely helpful to the staff in refining the survey instrument and in facilitating its dissemination. Distribution of the survey includes heads of education, health and social service agencies and the Legislative Council in each state to collect extant state policies. The information will be collected and codified by James Luce of the NASBE staff. The survey was pilot tested in the states of Maryland, Oklahoma and Colorado during December. In early January the survey was sent to the remaining 47 states and to the mayors of the nation's 50 largest cities. In addition to codifying state and major cities' policies on adolescent pregnancy and parenthood, model policies will be developed for consideration by state agencies.

For more information, contact Sharon Alexander at NASBE. □

IYC

(Continued from p. 3)

The Federal agencies are organized into an Interagency Committee on IYC and have generated some 140 projects to be carried out during the Year. These projects range from a one hour TV documentary on child abuse and neglect, "Raised in Anger," to special exhibits, assessment of children's needs, open houses for service programs and volunteer work. ACTION, the Federal Agency that coordinates volunteer programs and includes the Peace Corps, VISTA (Volunteers in Service to America) and RSVP (Retired Senior Volunteer Program) recently announced that its volunteers across the nation and around the world are eager to help organizations carry out IYC projects. The agency stated that volunteers are available through State ACTION Offices or by calling Ms. Louise Frazier (202) 254-7310.

Regional Officers of U.S. Federal agencies are generating the involvement of states and communities in IYC. The U.S. Department of Health, Education and Welfare has identified IYC Regional Representatives in the 10 regions of the United States. These representatives have established IYC committees with the participation of a number of different Federal agencies. The regions have also established liaison with offices of the Governors of each state and initiated contact with various state and local agencies and organizations concerned with children. The Governors of many states have already made IYC Proclamations and several state legislatures have appropriated funds to meet the objectives of the IYC.

What can state boards do?

What can NASBE do for IYC? Well, one response to that question is: What do you want to do? Any ideas, events, projects or activities relating to the education of children are appropriate. Anything you can do at the state and local educational levels to focus on children and their needs is right on track. But, to be more specific, here are some activities you might want to engage in:

1. Have an IYC day in each school where children can display their talents and can learn about children from other parts of the country and the world.
2. Have a NASBE activity to stress education for energy conservation and environmental protection across the country.
3. Conduct an educational needs assessment. For starters, 1.5 million children of school age do not attend school at all. What do preschoolers need?
4. What can be done to get parents more involved in the education of their children? How can home-school relationships be improved for the benefit of children?
5. How can the neighborhood schools be revitalized so that they are in fact neighborhood schools reflecting neighborhood interests, needs and participation?

These are just some of the suggestions. You probably have more and better ones. Let's go!

If you want IYC materials, logos, or information, please contact Phyllis Blaunstein at the NASBE office. □

Title V

(Continued from p. 1)

state education agency as "state education agency or state agency, means the state board of education or other agencies or offices primarily responsible for education." Based on this definition, the USOE agrees that state boards of education can receive training under Title V ESEA.

Within the next few months, each state must begin to prepare a required State Plan which will establish its activities within Title V for the year ahead. This plan, which is developed by the SEA, lists those objectives and activities that will be undertaken. Since the state education agencies have been using the funds under this program for a long period of time, most of the funds may have been earmarked for existing staff costs and other activities. Therefore, the funds that are not fixed may be quite limited. Additionally, the amount of funds which have been appropriated in this program has not increased for many years. This may limit new projects unless others are eliminated.

Beyond these two cautions, there is the potential for state boards to receive training within the Annual Plan. The training could include orientation for new board members, addressing issues of local, state and federal concerns; workshops with other educational leaders and with legislators; developing knowledge of educational programs which impact budgets, priorities, and any educational decision making.

Members of boards attempting to gain input should discuss the need with their chiefs soon since their staffs will begin to organize the development of their Title V ESEA Annual Program Plan in the next few months.

There are some concerns about the new Title V. Its funding is presently unclear. The authorization of Title V had not been established when the educational appropriations bill was signed as the law late in the Fall. Therefore, it is not presently funded. Although the effective date for Part A is FY '78 and for Part B is FY '80, neither can go into effect until funds are available. It is thought that a supplemental appropriation bill which will be passed by Congress in the Spring will alleviate this problem.

Additionally, numerous hold-harmless provisions which were written into the law in the early hours of the morning on the last day of the conference, eliminated a reference year of 1973. This inadvertent elimination will probably necessitate a technical amendment early in the Spring to insure that the boards and state education agencies receive funds to the levels of the previous year. NASBE and other organizations have brought this issue to the attention of Congress and since it was not their intent to eliminate the hold-harmless, we feel that this problem will be solved in the Spring. □

Handicapped

(Continued from p. 1)

The activities in the final year of the project will further build upon and extend the informational base developed by the project. Updated information regarding state policies and practices and exemplars will be distributed to key policy and program leaders along with an addition to the monograph series which focuses on implementation strategies. The remaining 22 states will receive on-site technical assistance during the final project year.

A number of states have already asked to be included as one of the six states targeted for the first year. State board members have expressed concerns with certification standards and the impact of P.L. 94-142 on training for all general educators. The project will address these concerns and others related to comprehensive personnel development plans required by P.L. 94-142.

For more information, contact Patricia Mitchell at NASBE. □

CETA/LEA Collaboration

State task forces finding solutions

By Anne Radford Court
NASBE Staff

NASBE has a contract with the Department of Labor to delineate strategies for collaboration between local education agencies (LEAs) and prime sponsor agencies of the Comprehensive Employment and Training Act (CETA), to promote better employment and training opportunities for youth (see *Focus*, Vol. 14, #9). The staff has been working with representatives of state and local government, education, business, labor and industry in three states: Louisiana, Maryland, and Minnesota.

Generally, policy questions such as the following have been studied: 1) how do employment-oriented education programs relate to CETA-funded youth programs? 2) how can CETA funds promote equal, mainstream education for economically disadvantaged youth? 3) how can academic credit be awarded for competencies gained from CETA work experience? Basic to all these questions and to NASBE's project goal, however, is the question of how CETA prime sponsors, LEAs, community-based organizations, unions, and employers can be brought together to seek collaborative answers.

Some solutions to collaboration problems have been generated in the three project states. What follows is a discussion of five common problems and positive responses to them that have been documented by the project. These were recently presented by NASBE to participants at the National Governors Association Youth Employment Seminar, held in Washington, D.C. on April 23.

Problem 1: lack of knowledge about each other. Prime Sponsors sometimes do not understand the range of activities that go on in a typical school, the decision making process, planning cycle, school calendar, and various sources for the school budget. Educators do not understand the CETA planning cycle and funding mechanism, and sometimes have a negative image of CETA activities and philosophy due to adverse publicity. There is a lack of common terminology.

Responses. Local level workshops allow school and CETA administrators to explain their systems to one another. When hiring new staff, the two systems are looking for people familiar with both and with the terminology of both. IPA exchanges are allowing school personnel to spend a month in a Prime Sponsor office—and vice versa—getting to know the range of activities.

Problem 2: no joint planning process. Agreement is lacking on the target groups which need to be served, and how. Personnel representing each system feel they "own" part of the activities, but lack a sense of how their activities relate to the whole.

Responses. The climate for joint planning has been encouraged by the development of joint policy statements by state level agencies: state department of education and state department of labor or economic security. This gives a clear indication to all concerned in the state that this kind of activity is encouraged and endorsed. The agencies add to this climate by providing technical assistance and workshops in specific areas. Overlapping membership of CETA planning councils and education advisory councils is also being implemented.

Problem 3: reporting requirements. Educators are required to report to the federal government, state departments and local boards. CETA Prime Sponsors report to the Department of Labor, the state departments and sometimes to regional administrators. Trying to bring part of these two systems together creates confusion and new time demands.

(Continued on next page)

CETA/LEA

(Continued)

Responses. Ultimately, the reporting system needs to be streamlined so there is a basic youth reporting form for the whole state. Meanwhile, technical assistance is being made available to school districts and prime sponsors either through local joint CETA/LEA teams or through the university system.

Problem 4: academic credit for work experience. Although credit is currently awarded for programs such as cooperative education, educators are hesitant to give credit for activities initiated by the Department of Labor.

Responses. The guidelines for granting credit—laws, regulations, policies—need to be compiled and understood by LEAs, state agencies, prime sponsors, and community based organizations. Then these personnel could meet to determine what activities are worthy of credit. (Will it be credit towards graduation, or not? Will it be credit for core subjects or electives?)

Problem 5: overlapping services. Both the education and employment communities offer skill training, career guidance, and placement services. Usually there is no joint planning to decide how these components will be delivered and to whom. Sometimes the same programs are being offered at several places within a five-mile radius.

Responses. Developing a matrix of the various funding sources, their purpose and different components, showing how federal funds are allocated to different state agencies, allows for cooperative planning to avoid redundancy.

Readers interested in more information on the project or its scope are invited to contact the NASBE office. □

NASBE FOCUS

PUBLISHED BY NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

February, 1979

NASBE sponsors Washington-based workshop on CETA

By Anne Court
NASBE Staff

The CETA/Education connection was the theme of a day-long Workshop sponsored by NASBE on December 13, 1978 in the Dirkson Senate Office Building in Washington, D.C. The program brought together about 100 representatives from the education community to discuss the 1978 CETA Amendments and linkages with education. Presentations were made by experts at the federal, state and local levels. These included William Spring, White House Domestic Council; Terence Finegan, U.S. Department of Labor; Alie Randlett, State of Illinois Washington Office; Dean Creffin, American Vocational Association; Ed Cain, Minnesota Department of Education, and Howard Rubble, Orange County School District, Florida.

Alie Randlett from the Governor's office, State of Illinois, outlined the role of the governors in providing funds for statewide coordination, services and programs for CETA-eligible clients. In addition to funds made available to the State Vocational Education Boards (6% of Title II—Parts A, B and C), to the State Employment and Training Council (1% of Title II—Parts A, B and C) and the Governor's office (4% of Title V—Parts A, B and C), additional funding is available in the 1978 CETA Amendments for coordination activities (1% of Title II—Parts A, B, C and D). It is thought that this 1% will encourage the governors to have more of a role in developing these types of activities and will satisfy a desire for accountability in this area, required by Congress.

(Continued on p. 2)

William Spring, White House Domestic Council, speaking at NASBE workshop on CETA.

The Department of Labor representative, Terence Finegan, provided an overview of the CETA legislation for Workshop participants. He indicated that there is an increased emphasis in the Amendments on involvement of the education community in the planning, review and evaluation process of CETA Prime Sponsor activities. He provided for the group a description of the education-related language in the new legislation.

Ed Cain, Minnesota, and Howard Ribble, Florida local schools, outlined their experiences with developing cooperation between the education, and employment and training systems at the state and local levels.

Mr. William Spring of the White House Domestic Council stated that the future looks bright for youth employment programs because of the strong bipartisan political support which now exists for these programs. Although there is some suspicion and turf protection on the part of both education and manpower officials, there are good signs that the two communities are making efforts to work together in the formation of policies and programs. There are also substantial indications of commitment from the business community.

The critical target population for youth employment programs, according to Mr. Spring, is black male youth. Vice President Mondale will be convening a series of conferences in the near future to deal with issues regarding this target group. The Domestic Council is eager to hear of exemplary programs for this population. □

Editorials Comments Open Forum

Planning, coordination funds available to state boards through CETA

By Wesley Apker
NASBE Executive Director

Much has been written over the past year about the "Youth Initiatives" portion of the Comprehensive Employment and Training Act. Fear has been expressed about the development of a dual education system and about the lack of involvement of educators, particularly vocational educators. NASBE worked quietly and assiduously with Congressional staff during the reauthorization of CETA. We continue to work with both the Department of Labor and the Congressional staff in making certain that educational concerns are addressed in the forthcoming regulations. We can report that DOL is being responsive.

State Boards of Education and State Boards for Vocational Education have a major leadership role to play in this area. And through the governor's office, you have access to funds to aid you in carrying out that leadership responsibility. The legislation makes available to the governor the following.

- 1% of all Title II for carrying out linkage activities between the education and manpower communities. (Connecticut = $647,763; Maine = $242,803; Massachusetts = $1,311,303.)
- 4% of Title II to carry out various statewide services and association activities for all CETA eligible clients including youth. (Connecticut = $1,138,921; Maine = $429,356; Massachusetts = $2,298,934.)
- 6% of Title II to be flowed directly to the State Board for Vocational Education to carry forward their leadership responsibilities. (Connecticut = $1,708,379; Maine = $644,034; Massachusetts = $3,448,401.)

Not only does the legislation encourage the cooperative use of facilities and collaboration in the delivery of services and programs, state boards and governors, acting together, can also exert considerable pressure to minimize duplication. With the funds allocated through the governor's office directly to the state board for vocational education, vocational education can become a cooperating partner.

It is urgent that state boards of education and state boards of vocational education aggressively exercise their leadership responsibilities in making sure that the CETA programs work. The teenagers and young adults this program is designed to serve have not been served well by the regular school programs. Through CETA, program funding is available. Through the governor's office, planning, administration and collaboration funding is available. With these funds, and by your leadership, a significant percentage of the teenage and young adult population can receive both academic and job entry training. □

Project Update

CETA/LEA
Three states selected

By Cathlene Williams
NASBE Staff

Three states have been selected to participate in the Department of Labor-sponsored NASBE project on CETA/LEA cooperation. In each of the three states a task force consisting of representatives of state and local government, education, business, labor and industry is being convened to address particular policy issues relevant to their state. Louisiana is studying the transferability of educational components to CETA programs; Maryland is discussing the question of academic credit for work experience; and Minnesota is addressing the issue of conflicting administrative requirements of CETA and the education system.

A summary of the policy-making process and the products developed in each of the three states will be published in June (see October/November FOCUS). For further information regarding the project, contact project director Anne Court at NASBE. □

ACTION: 504
Workshop schedule

During January, NASBE began its series of technical assistance workshops on the implementation of Section 504 of the Rehabilitation Act of 1973 (see January *Focus*). The workshops, called the ACTION:504 program, have been developed by NASBE for elementary and secondary education leaders, health and social service decisionmakers, consumer and advocacy groups, and staff of regional H.E.W. Offices of Civil Rights. ACTION:504 is part of a larger nationwide technical assistance and training program that includes hotlines run by various associations and bulletins on the regulations.

On January 18 and 19, a workshop was held for HEW Region III in Arlington, Va.; and on Jan. 25-26, the second training session was held for Region VIII states in Denver. Despite limited travel budgets, response to the workshop invitations has been excellent. The remain-

(Continued on p. 5)

Federal planning and goal-setting will improve state/federal interaction

By Anne Court
NASBE Staff

The establishment by the federal government of a planning process for federal spending and the setting of short- and medium-range economic goals is becoming a reality. This will mean more activity at the national and state levels and between the national and state levels. This was the message conveyed in two presentations given recently at the National Governors' Association semi-annual employment and training meeting in Albuquerque, New Mexico. Arnold H. Packer, Assistant Secretary for Policy, Evaluation and Research, U.S. Department of Labor, focused his remarks on the new process legislation—the Full Employment Act, more informally known as the Humphrey-Hawkins bill. Robert Wise, Director, Council of State Planning Agencies, outlined potential state roles in accessing the process of economic and budgetary policy making. Segments of their presentations are reprinted below.

At the national level

First, from Mr. Packer's presentation:

"HR50, the Humphrey-Hawkins Bill, formally known as the Full Employment and Balanced Growth Act of 1978, was signed by President Carter on October 27. It was no coincidence that the Comprehensive Employment and Training Act, the CETA bill, was signed on the same day.

The Full Employment Act is clearly process legislation. It does not authorize any programs or the spending of any money. Process legislation, such as the Humphrey-Hawkins Act, can be extremely potent. The Employment Act of 1946, and the Budget Act of 1974 are two examples of process legislation which have had a substantial influence on economic and budgetary policy making.

Title I requires that the Administration set short- and medium-run economic goals. Next January [1979], when the first economic report prepared after passage of the bill is published, the Administration must set short-term goals for 1979 and 1980 and medium-term goals for 1981, 82 and 83. Goals must be stated for employment, unemployment, production, real income, productivity, and prices."

Mr. Packer continued by describing the role of the Federal Reserve Board and the Congressional Committees in responding to the Administration's stated goals and, therefore, harmonizing policies and goals.

At the state level

Robert Wise contended that the states can and should be vigorous partners in Humphrey-Hawkins, recognizing that states have enormous powers to influence jobs and inflation, taxes and spending. He continued:

". . . a number of activities can be undertaken collectively by the states to deal effectively with the opportunities presented by Humphrey-Hawkins.

"First, NGA can establish a Council of State Economic Advisors to inform the U.S. Council of Economic Advisors on major state and regional issues inherent in national economic analysis and policies. Issues like the roles of state and local finance in inflation-fighting and job stimulation could be phased out.

"Second, individual states can establish a liaison system with the NGA Council of State Economic Advisors, the U.S. Council of Economic Advisors, the Board of Governors and staff of the Federal Reserve Board.

"Third, the National Governors' Association and the National Conference of State Legislatures should continue providing the Director of OMB and the President with their views on domestic budget priorities and budget policy.

"Fourth, the National Governors' Association and the National Conference of State Legislatures can work cooperatively with the Administration on specific coordinated inflation fighting and job development programs which cheat the "Phillips curve" and stimulate new jobs.

"Fifth, NGA and NCSL can testify before the appropriate congressional committees on the economy, budget, monetary policy, authorizations and appropriations."

Mr. Wise will be discussing these aspects further in his presentation for the joint CCSSO/NASBE Legislative Meeting on February 26. □

Conference on Titles IV, V

HEW inviting state board chairpersons

The U.S. Office of Education is inviting state board chairpersons to a conference on Titles IV and V of the 1979 Elementary and Secondary Education Act. The conference, entitled "Shaping Education for the Children of the 1980's and 90's," will be held at the Hilton Hotel in Baltimore, Maryland, on March 20, 21, and 22. According to H.E.W. Deputy Commissioner for Elementary and Secondary Education, Thomas K. Minter, the conference objectives are two-fold:

1) to provide an opportunity for state and federal personnel to discuss the reauthorization of these titles of ESEA, and

2) to consider the role of state education agencies in general, and Title IV and (new) Title V in particular, in meeting the challenge of societal change in the next ten to twenty years.

Participants will be asked to provide opinions and other comments to O.E. staff on new regulations, and will be briefed on changes such as State Plan requirements. In addition to state board chairpersons, invitations are going out to chief state school officers, State Advisory Council representatives, and to Title IV Parts B, C, and D program people. Travel and per diem costs may be charged against ESEA Title IV administrative funds.

For more information, contact Dr. Alpheus L. White at U.S.O.E., Room 3010, 400 Maryland Ave., S.W., Washington, D.C. 20202; (202) 245-2592. □

NASBE FOCUS

PUBLISHED BY NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

September, 1979

NASBE meetings will promote CETA/education coordination

By Cathleen Williams
NASBE staff

State and local education policymakers will have an opportunity to make recommendations for new initiatives or changes in CETA youth programs through two upcoming meetings in Washington, D.C. organized by NASBE.

The first meeting, to be held September 12 in the Old Executive Office Building, is the sixth in a series of Education Roundtables organized by the Vice President's Task Force on Youth Employment. Representatives from seven states (Louisiana, Maryland, Minnesota, New Jersey, New York, Michigan, Mississippi) will meet with the Task Force staff to discuss the effectiveness of existing youth employment programs and make recommendations for youth employment policies for the 80's.

The second meeting, to be held September 13 and sponsored by NASBE will provide an opportunity for staff from state and local education and employment and training agencies to meet with key staff from the Departments of Labor and HEW, and Congressional offices. They will present their recommendations for policy and regulation changes in the CETA/Youth programs. These state representatives are drawn from the state task forces which have been meeting as a result of two NASBE projects—the CETA/Youth Employment project funded by the Department of Labor, and the Career Education Project funded by the U.S. Office of Education, Office of Career Education. □

Inside This Issue

CETA/education linkages—p. 3 . . . new NASBE publications—p. 2 . . . "black English" recognized—p. 5 . . . 1980 census—p. 6.

Attachment P

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Career Education Project
1978-79

Policy Development and Implementation:
A Collaborative Approach

Project Goal:

To develop a comprehensive and collaborative approach to the development of policies and programs for career education. Special emphasis is given to Career Education as it relates to the CETA Amendments of 1978.

Activities:

1. Established a Task Force in each of five states to address the policy issues involved in coordination the education world and the world of work. The state-level Task Forces consisted of representatives from state and local government; education, employment and training, business and industry.

2. Development of a multi-media package to illustrate the process and outcomes of the five Task Force meetings.

3. Dissemination of the multi-media package to the remaining states.

4. Technical assistance to ten states on the collaborative development process.

Outcomes:

1. Update of existing career education policies to reflect the thrusts of new legislation.

2. Increased awareness on the part of key state leaders to the career education needs of CETA-eligible youth and an understanding of how to implement appropriate career education services.

3. Collaboration among high level decision-makers in improved cooperative policy and program implementation efforts in five states.

Project Dates: 10/1/78 - 9/30/79 - Completed

States Served: Louisiana
Michigan
Mississippi
New Jersey
New York

For more information contact:

Anne Radford Court
NASBE
(800) 424-9597

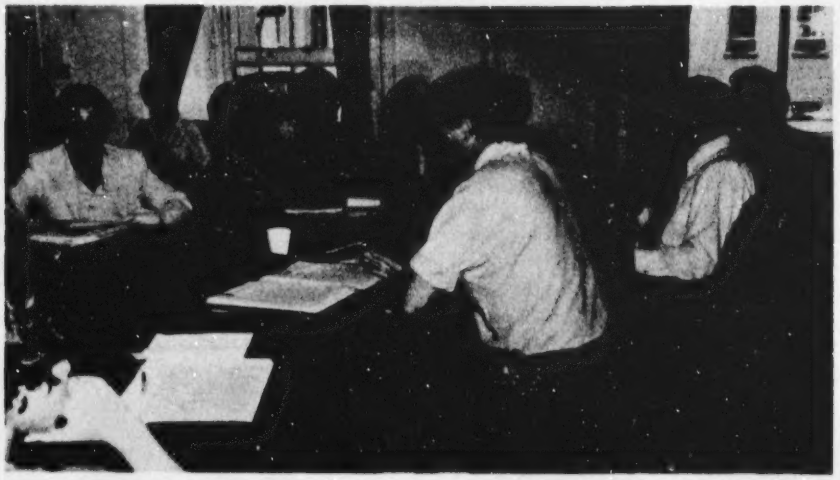
Attachment Q

NASBE FOCUS

PUBLISHED BY NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Volume 15, Number 9 October-November, 1979

NASBE projects on CETA culminate with forum, task force meeting



Bill Spring, representing the Vice President's Task Force on Youth Employment, opens meeting. To his right, NASBE executive director Wes Apker and Bob Schwartz from N.I.E. Also shown, representatives from Mississippi, Minnesota, Maryland and Michigan.

White House hears recommendations from project states

By Cathleen Williams
NASBE Staff

State and local education and employment and training policy makers recently had an opportunity to make recommendations for new initiatives and changes in federal policy to members of the Vice President's Task Force on Youth Employment.

Representatives from seven states involved in the NASBE project on CETA/education collaboration (Louisiana, Maryland, Michigan, Minnesota, Mississippi, New Jersey and New York) met with Task Force members Bill Spring, Domestic Policy Staff; Peter Edelman, Counsel; Kathy Garmezy and Jim Meyer, Task Force staff; Evelyn

(See Task Force, *p. 6)*

Seven states share successes at forum

By Cathleen Williams
NASBE Staff

A Forum on CETA/Education Policy Issues, sponsored by NASBE, was held September 13, in Washington, D. C. The meeting provided an opportunity for staff from state and local education and employment and training agencies to share successful ideas regarding CETA-education collaboration and to meet with key staff from the Departments of Labor and HEW, and Congressional offices to make recommendations for policy and regulation changes regarding CETA-youth programs. The day-long forum completed the activities of two NASBE projects: the CETA-Education collaboration project funded by the Department of Labor, and the career education project funded

(See Forum, *p. 2)*

Hispanic-American board members meet in Washington

A landmark invitational policy seminar for Hispanic-American educational leaders was held September 16-19 at the George Washington University's Institute for Educational Leadership in Washington, D.C. Seventeen members of state boards of education were among the seventy Hispanic leaders who met to discuss ways to effectively influence educational policy on the national level. The seminar was sponsored by the Office of Hispanic Concerns at the U.S. Office of Education.

The Hispanic educators met with representatives of the U.S. Congress and the Executive Branch and studied program topics such as educational issues affecting Hispanic-Americans, sources of funding for Hispanic causes, lobbying for education, federal-state relations and the policy processes, and the place of bilingual education among federal priorities.

The event was seen as an important opportunity for Hispanic leaders to coalesce on issues of current concern. The seventeen Hispanic state board members met as a group for the first time, as did a group of local school board members. One Washington-based coalition that had been formed prior to the seminar, Hispanics for Higher Education, came to the meeting with resolutions and recommendations for federal reorganization of education and the budget process. These were presented to the Senate Labor and Education Committee.

One current issue emphasized at the seminar was the upcoming 1980 Census, which is predicted to demonstrate that Hispanics are now the largest minority in the United States. Because of the impact this will have on Federal budget allocations, voter registration, and on policy and politics in general, the His-

(Continued on p. 2)

Forum

(from p. 1)

by the U.S. Office of Education, Office of Career Education.

Five panel presentations focused on administrative/planning concerns, institutional linkages, academic credit for work experience, alternative programs for special groups, and accessing the private sector.

John Sedey and Robert Hoch of Minnesota summarized the administrative barriers to collaboration in their state and made the following recommendations for federal policy change: develop a 2-3 year forward-funding system for CETA youth programs, develop a system to facilitate prime sponsor/LEA collaboration in multijurisdictional areas, and provide incentives for the establishment of collaborative programs.

James Soileau, John Charleville and Gene Wright of Louisiana reviewed their success in establishing an informational council to the state board, composed of representatives from the governor's office, education agencies and associations, and employment and training agencies. The council also increased communication and information flow among the agencies.

Based on their experience in Maryland, Niel Carey and Alan Machtinger recommended that the following elements be in place in a state in order to effectively evolve a system for awarding credit for work experience: 1) a state policy that work preparation is a primary objective of education, 2) specification of the skills/competencies required in order to earn credit, 3) establishment of employability profiles verifying the skills/competencies attained by an individual, 4) establishment of a model for coordination of various programs and designation of an SEA liaison to faciliate coordination.

Louie Finch and Pam Murray from Mississippi described an alternative education program for potential school dropouts. The success of this program was attributed to joint LEA/prime sponsor development of the program and preplanning at the state level. The changes in federal policy recommended by the state included: 1) Trainees should not be paid the minimum wage—"student wages," (85 percent of the prevailing minimum wage) should be paid instead; 2) Time spent in transition services should not detract from paid time for work experience; 3) Allow for more LEA authority in administration of YETP and YIEPP programs.

Some suggestions for eliminating the barriers to private sector involvement in youth employment and training programs were identified by Robert Sekowski of New York:

- Develop alternative ways to work with the private sector in planning programs to promote a feeling of ownership by all groups involved. Be sure all planners agree on the purposes and goals of the training programs.
- Coordinate training programs to avoid inundating employers with placement requests.
- Make provisions for staff development and instructional materials.
- Change unemployment insurance requirements to require an individual to complete a training program and a period of unemployment before he/she is eligible for benefits.

In addition, LEAs should be heavily committed to private sector training programs, and there should be state-level cooperation between education and employment and training agencies.

After the panel presentations, breakout ssessions were held to give participants an opportunity to discuss their ideas. Some highlights of the discussions were:

- Work experience programs should include development of academic as well as manual skills if educational credit is to be granted; guidelines for granting credit should be developed at the state rather than local level.
- There should be some flexibility in eligibility requirements so that all needy people can be served, not just "unemployable" or "unemployed"; there should be some level of universality in eligibility requirements for youth programs.
- There is a need for inservice training for agency personnel involved with CETA.
- Provision should be made for guaranteed employment for at least two years for youth who successfully completed training.
- Federal regulations should be broad enough to allow flexibility in implementation.
- Federal guidance is needed regarding how to easily commingle CETA and education monies; bonuses should be awarded to agencies which commingle funds.
- A school district should not lose state aid when a student transfers to a skills center.
- A longer comment period on proposed federal regulations is needed.
- Evaluation cycles for youth training programs should be lengthened.

For more information, contact Anne Radford Court at NASBE. □

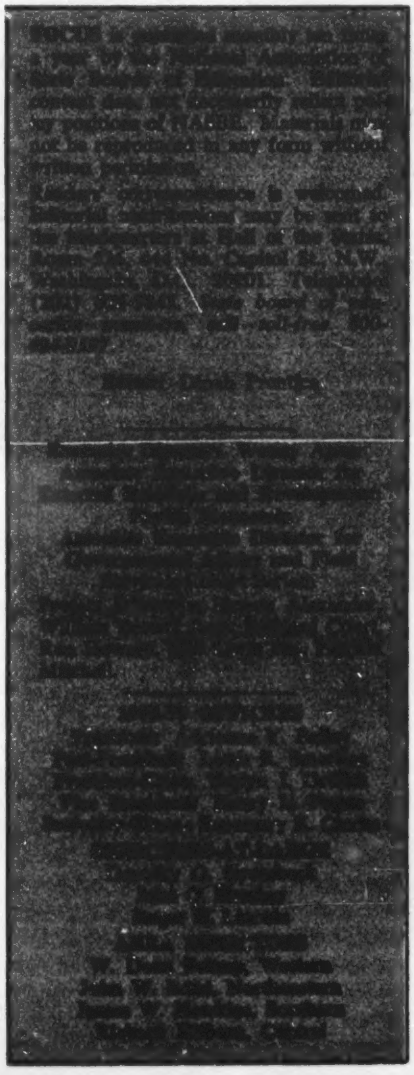
Hispanic meeting

(from p. 1)

panic leaders are lending their support to the nationwide effort to make the 1980 Census the most complete and accurate in U.S. history.

Another concern of the Hispanic leaders is the new cabinet-level department of education and the need to be fully represented at the highest levels of this federal reorganization effort.

The Hispanic members of state boards of education are as follows: From *Arizona:* Julieta Bencomo; *California:* Lorenza Schmidt and Tony Sierra; *Connecticut:* Roberto Fuentes; *District of Columbia:* Frank Schaffer-Corona; *Illinois:* Carmelo Rodriguez; *Michigan:* Dr. Gumencindo Salas; *New Jersey:* William Colon; *New Mexico:* Virginia Gonzales, Lois M. Tafoya, Henry G. Rodriguez, and Joseph Romero; *New York:* Jorge L. Batista and R. Carlos Carballada; and from *Texas:* Ruben E. Hinojosa, Yolanda Torres, and Ricardo Teniente. □



Task Force

(Continued from p. 1)

Ganzglass, Department of Labor, Office of Youth Programs; and Bob Schwartz, National Institute of Education, Office of Law and Public Management. The meeting, held September 12 in the Old Executive Office Building, was the sixth in a series of "education roundtables" organized by the Task Force and held throughout the country.

Suggested recommendations of particular interest to the Task Force were the following:

- Provide incentives through CETA and education legislation to encourage alternative programs for school dropouts. This might include: 1) funding the Youth Employment section of ESEA, 2) allowing funds from ESEA to be designated for LEA/Prime Sponsor collaboration on development of basic skills alternative education, 3) reduce "red tape" to allow small school districts to pool Title I monies to provide regional vocational education programs for this population, and 4) providing administrative funds to agencies which pool CETA and education resources and provide youth programs.
- Recognizing that placement in the private sector is difficult because of child labor law age restrictions for certain occupations, waive these restrictions on certification that the relevant work training program has been successfully completed.
- Adopt a graduated scale to the minimum wage for participants in CETA youth programs based on increased experience, skills, and time spent in the program.
- Emphasize development of employability profiles indicating competencies and skills attained in a training program.
- Revise current unemployment insurance requirements to defer these benefits until an individual has completed his/her training and worked for a period of time.
- Provide for forward funding of CETA youth programs. □

People

Barbara Roberts Mason, President of the Michigan State Board of Education, has been appointed by President Carter to serve on the Presidential Commission for Review of Federal Impact Aid Programs.

Norma Turnage of Rocky Mount has been sworn in as a new state board member in North Carolina, filling the unexpired term, ending in 1983, of Richard Manz, who resigned. Mrs. Turnage is former director of the community schools program for Rocky Mount City Schools.

P. Paul Ricci of Vineland has been elected to his second term as President of the New Jersey State Board of Education. Ricci said priorities during his second one-year term will be: high school graduation requirements, violence and vandalism in the schools, family life and human development programs, and the effectiveness of the thorough and efficient law. □

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Coverage of alcoholics and drug addicts under Section 504

Perhaps the most controversial coverage under the 504 regulation[1] is that of alcoholics and drug addicts. Recipients of HEW funds incorrectly fear that, under 504, they must hire any addict who applies for any job or must allow alcoholics to drink in school or work situations. Others may assume that alcoholics or addicts are not considered to be handicapped under the regulation.

Let us examine what the regulation does and does not require of recipients of HEW funds, with regard to alcoholics and drug addicts.

First of all, Section 504 provides that no qualified handicapped individual may be denied benefits, services, or employment by virtue of his/her handicap. "Handicapped person," for purposes of the Rehabilitation Act,[2] means anyone with, having a record of, or regarded as having, a mental or physical disability which substantially limits one or more major life activities. No attempt is made to list all specific impairments or disabilities; rather, the general category of "physical or mental impairment" is defined to include any medically recognized disorder. Alcoholism and drug addiction are included in this definition.[3]

The inclusion of alcoholics and drug addicts within the scope of the regulation, however, carries with it some very important qualifications. That is, the regulation protects only the rights of *qualified* handicapped persons. This term limits what is expected of employers and service providers.

Employment

It is important to emphasize that the fact that drug addiction and alcoholism are disabilities does not mean that those conditions must be ignored in determining if an individual is qualified for employment. On the contrary, a recipient may hold a drug addict or alcoholic to the same standard of behavior and performance to which it holds others, even if any unsatisfactory performance or behavior is related to the person's disability. Thus, an employer may consider for all applicants—including drug addicts and alcoholics—past personnel records, absenteeism, disruptive, abusive, or dangerous behavior, violations of rules and unsatisfactory work performance.[4]

In other words, while an alcoholic or drug addict may not be disqualified from employment solely because of his or her condition, the behavioral manifestations of the condition may be taken into account in determining if he or she is qualified.

Furthermore, employers may enforce rules prohibiting the possession or use of alcohol or drugs in the work-place, provided that such rules apply to all employees.

Education

With respect to educational services, the implications of coverage of alcoholics and drug addicts are two-fold. First, no person may be excluded from educational services solely by reason of the presence or history of these conditions. Second, to the extent that the manifestations of the condition cause substantial interference with the operation of the program, the condition may be taken into consideration. Thus, a school may exclude an addict or alcoholic from a regular educational setting on the basis of addiction or alcoholism, if the person cannot successfully participate in the education program or cannot comply with the rules of the school, or if his or her behavior impedes the performance of other students. This is not to say that a school may obviate its responsibility to educate all handicapped children as specified in the definition of a qualified handicapped person with respect to education. Thus, *some* provision must be made for the education of that student.

Furthermore, nothing in this regulation interferes with school disciplinary rules prohibiting the use or possession of drugs or alcohol by students, or with the application of those rules to alcoholics and drug addicts, so long as the rules are applied evenly to all students.

Social Services

As previously stated, no person may be excluded from services solely by reason of the presence or history of drug addiction or alcoholism. However, to the extent that manifestations of the condition prevent the person from meeting the basic eligibility requirements of the program or cause substantial interference with the operation of the program, the condition may be taken into consideration.

With regard to health services, evidence has shown that drug addicts and alcoholics are often denied treatment at hospitals for conditions unrelated to their addiction or alcoholism. Some addicts and alcoholics have been denied emergency treatment. The regulation clearly states that a recipient operating a general hospital or outpatient facility may not discriminate in admission or treatment against a drug or alcohol abuser or alcoholic who is suffering from a medical condition, because of the person's drug or alcohol abuse or alcoholism.

This provision does not mean that all hospitals and outpatient facilities must treat drug addiction and alcoholism; rather it means, for example, that a cancer clinic may not refuse to treat patients for cancer simply because they are also alcoholics.

Finally, one must remember that the inclusion of alcoholics and drug abusers with coverage of Section 504 does not confer upon them any special privilege or rights, but merely equal access. The Federal government is spending millions of dollars to provide treatment and rehabilitation for alcoholics and drug abusers. Failure to use all tools available to guarantee access to all federally funded services, and benefits, and jobs would therefore be inconsistent with Federal policy.

Notes

[1] The regulation implementing Section 504 of the Rehabilitation Act of 1973 as amended (*Federal Register*, V. 42, #86, 5/4/77).

[2] Rehabilitation Act of 1973 (PL 93-112), as amended (PL 93-516) *et seq.*

[3] Attorney General Griffin Bell affirmed this definition in a letter to Secretary Joseph Califano, 4/12/77.

[4] This point was specifically included in the 1978 Amendments to the Rehabilitation Act of 1973 (PL 95-602), as well as in the Analysis section of the regulation.

This bulletin was prepared by CRC Education and Human Development, Inc., pursuant to Contract No. HEW-100-78-0107 from the Office for Civil Rights, DHEW. □

Career Education and CETA

- **Are you satisfied with the coordination and collaboration between employment-and-training and career education?**
- **Do you think career education resources are being used effectively in CETA-youth programs?**
- **Do you have a comprehensive planning approach to CETA-youth programs in your state?**
- **Do CETA-youth programs in your state tend to focus on available funding rather than on needs of the client?**

TECHNICAL ASSISTANCE IN THESE OR RELATED AREAS IS AVAILABLE TO EDUCATION, AND EMPLOYMENT AND TRAINING STAFFS AT THE STATE AND LOCAL LEVEL THROUGHOUT AUGUST AND SEPTEMBER 1979.

For more information, contact Robert Berlam or Anne Radford Court at the

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION
526 Hall of the States
444 North Capitol Street, N.W.
Washington, DC 20001
(800) 424-9597

These activities are part of NASBE's project funded by the Office of Career Education, U.S. Office of Education

Attachment S

Career Education Policy Development: A Collaborative Approach

Feedback on Task Force Meetings

This is one of a series of meetings being held in different states. Please answer each of the questions candidly so that we may improve our future efforts. Thank you.

1. How helpful was the meeting in providing an opportunity to discuss concerns and problems in the area of career education and CETA/YEDPA.

/_____/_____/_____/_____/
Not at all | Not Very | Somewhat | Very

2. How helpful was the meeting in giving you a better understanding of the issues involved?

/_____/_____/_____/_____/
Not at all | Not Very | Somewhat | Very

3. How helpful was the meeting in indicating the relationship between your agencies and other agencies and organizations dealing with these issues?

/_____/_____/_____/_____/
Not at all | Not Very | Somewhat | Very

4. Did the meeting help you develop some long term goals to deal with the problems identified?

/_____/_____/_____/_____/
Not at all | Not Very | Somewhat | Very

5. Was the meeting useful in planning activities in the short term?

/_____/_____/_____/_____/
Not at all | Not Very | Somewhat | Very

National Association of State Boards of Education, 1979

6. Was the meeting helpful for you in developing personal contact with other agencies and organizations in the career education/CETA area?

Not at all	Not Very	Somewhat	Very

7. Do you expect these contacts to be helpful to you as you work with this issue in your agency or organization?

Not at all	Not Very	Somewhat	Very

8. Was the meeting a productive use of your time?

Not at all	Not Very	Somewhat	Very

9. Were you able to provide substantial input to the meeting?

Not at all	Not Very	Somewhat	Very

10. How could we improve our next meeting?

Attachment T

Career Education Policy Development:
A Collaborative Approach

Circle the response which most accurately describes your perceptions regarding the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Collaborative efforts	1	2	3	4
1. I think that people in my agency generally work well with other agencies in the Career Education/ CETA area	1	2	3	4
2. I think that people in my agency work well with other agencies in developing Career Education programs and services for CETA eligible youth	1	2	3	4
3. I think that these collaborative efforts positively impact CETA eligible youth	1	2	3	4
4. I think that our agency's human resources are being well used as a result of these collaborative activities	1	2	3	4
5. I think that our agency's physical resources are being well used as a result of these collaborative activities	1	2	3	4
6. I think that through inter-agency collaborative activities we could more effectively use our resources in this area	1	2	3	4

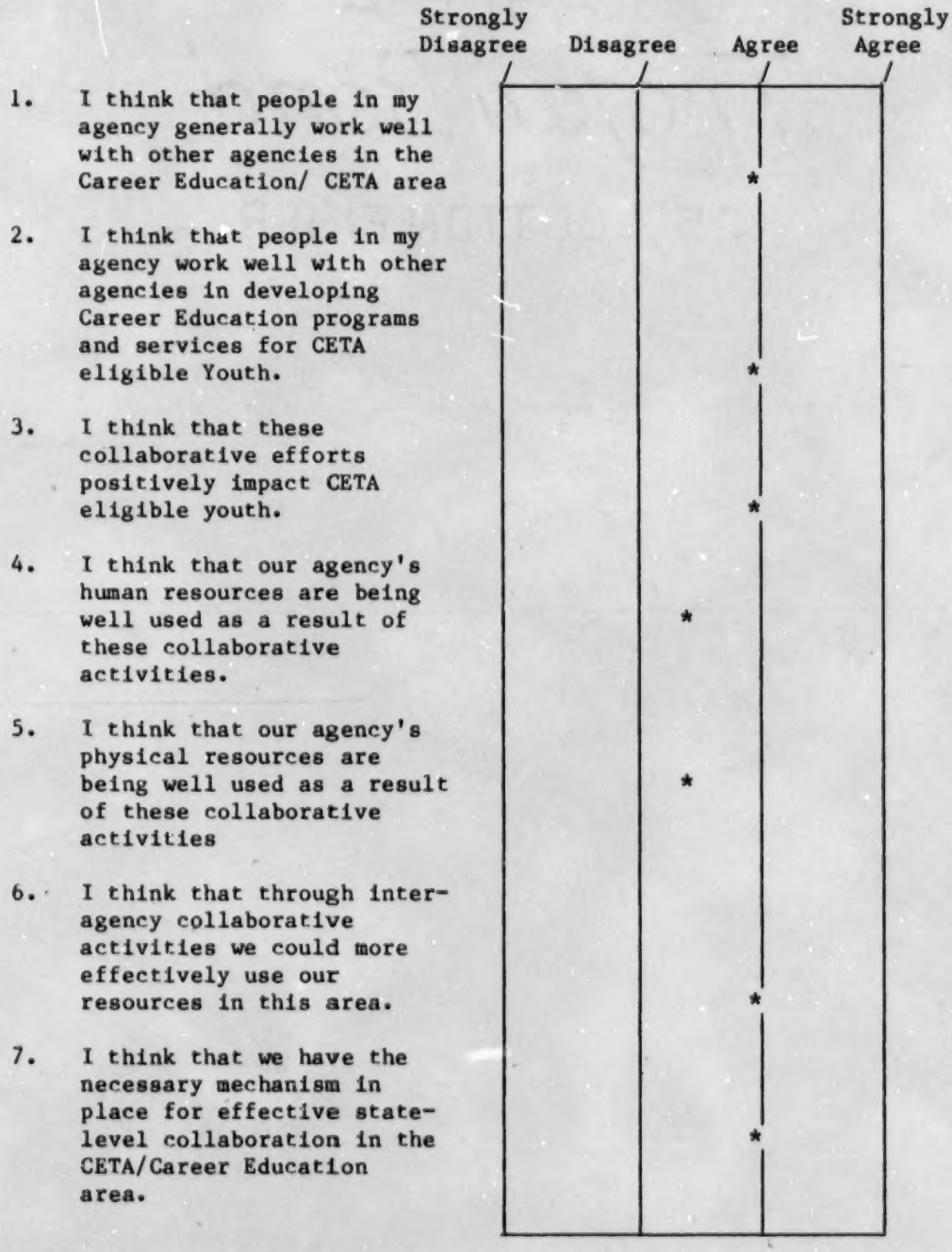
	Strongly Disagree	Disagree	Agree	Strongly Agree
7. I think that we have the necessary mechanism in place for effective state-level collaboration in the CETA/Career Education area	1	2	3	4
8. I think that this state has developed state-level collaboration in several needed areas	1	2	3	4
9. I think that strong leadership has been responsible for the collaborative efforts	1	2	3	4
10. I am quite familiar with the required collaboration between education and CETA specified in the 1978 CETA Amendments	1	2	3	4
11. I think that I am sufficiently aware of other agencies' concerns in CETA/YEDPA that I can work collaboratively with them in these new areas	1	2	3	4
12. I think that the impediments to inter-agency collaboration in these areas are:				
No state-level initiative	1	2	3	4
No agency initiative	1	2	3	4
Lack of time	1	2	3	4
Lack of money	1	2	3	4
Other_____	1	2	3	4
13. Collaborative efforts have been used successfully in subject areas other than CETA	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Exemplary Programs				
14. I am aware of a number of exemplary programs which have been recognized at the national level. Please indicate_____	1	2	3	4
15. I have found descriptions of nationally recognized exemplary programs in the CETA area very interesting	1	2	3	4
16. These exemplary programs have been very useful to me in developing similar programs or related policies in my state.	1	2	3	4
17. I have found it very useful to visit or talk with the developers of such programs.	1	2	3	4

Attachment U

Feedback on CETA/Education Collaboration

Louisiana


Strongly Disagree
Disagree
Agree
Strongly Agree
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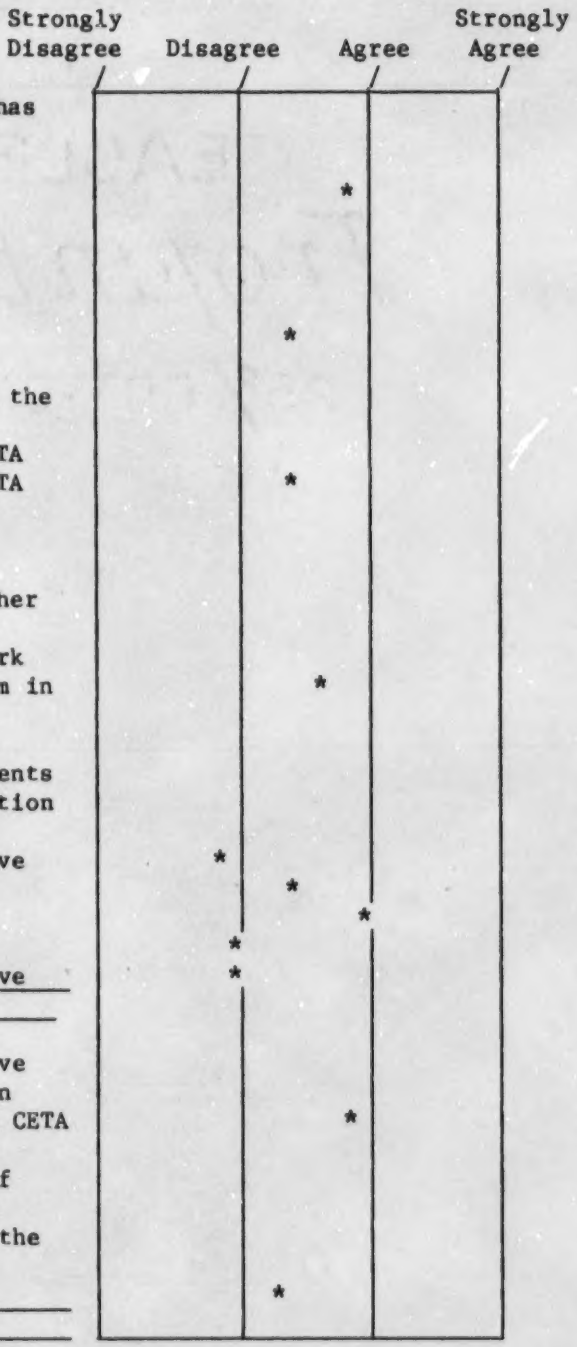
2. I think that people in my agency work well with other agencies in developing Career Education programs and services for CETA eligible Youth.
3. I think that these collaborative efforts positively impact CETA eligible youth.
4. I think that our agency's human resources are being well used as a result of these collaborative activities.
5. I think that our agency's physical resources are being well used as a result of these collaborative activities
6. I think that through inter-agency collaborative activities we could more effectively use our resources in this area.
7. I think that we have the necessary mechanism in place for effective state-level collaboration in the CETA/Career Education area.

Louisiana, con't



8. I think that this state has developed state-level collaboration in several needed areas

9. I think that strong leadership has been responsible for the collaborative efforts

10. I am quite familiar with the required collaboration between education and CETA specified in the 1978 CETA Amendments

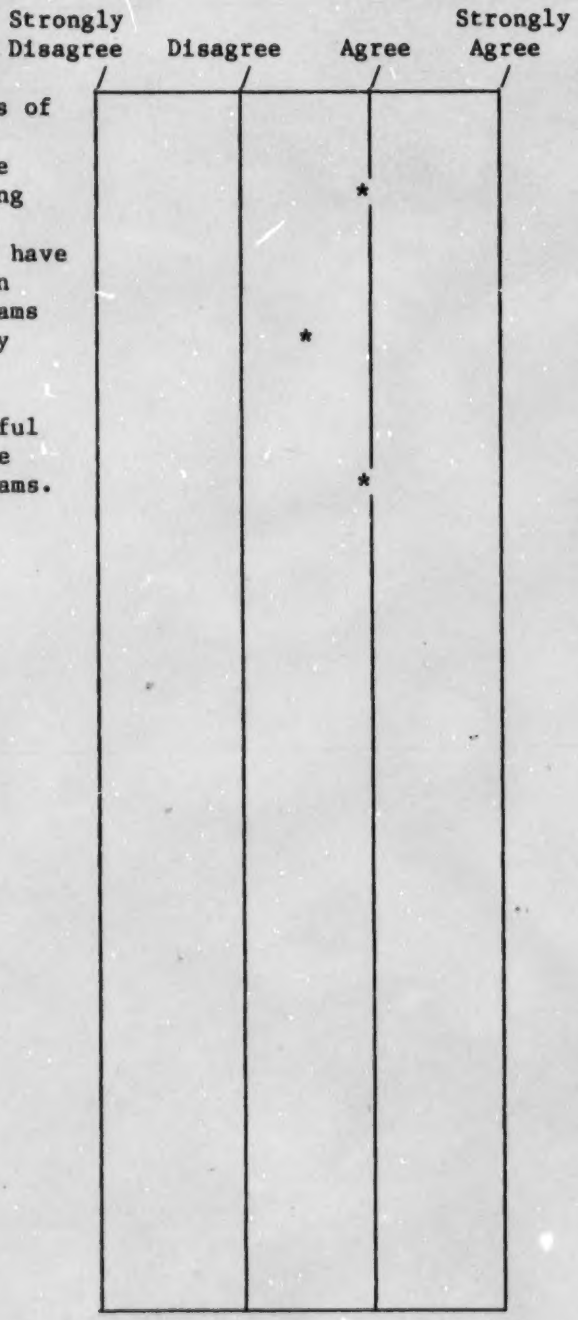
11. I think that I am sufficiently aware of other agencies; concerns in CETA/YEDPA that I can work collaboratively with them in these new areas.

12. I think that the impediments to interagency collaboration in these areas are:
    - No state-level initiative
    - No agency initiative
    - Lack of time
    - Lack of money
    - Other Lack of Productive Communication

13. Collaborative efforts have been used successfully in subject areas other than CETA

14. I am aware of a number of exemplary programs which have been recognized at the national level.
    Please indicate _____

Louisiana, con't



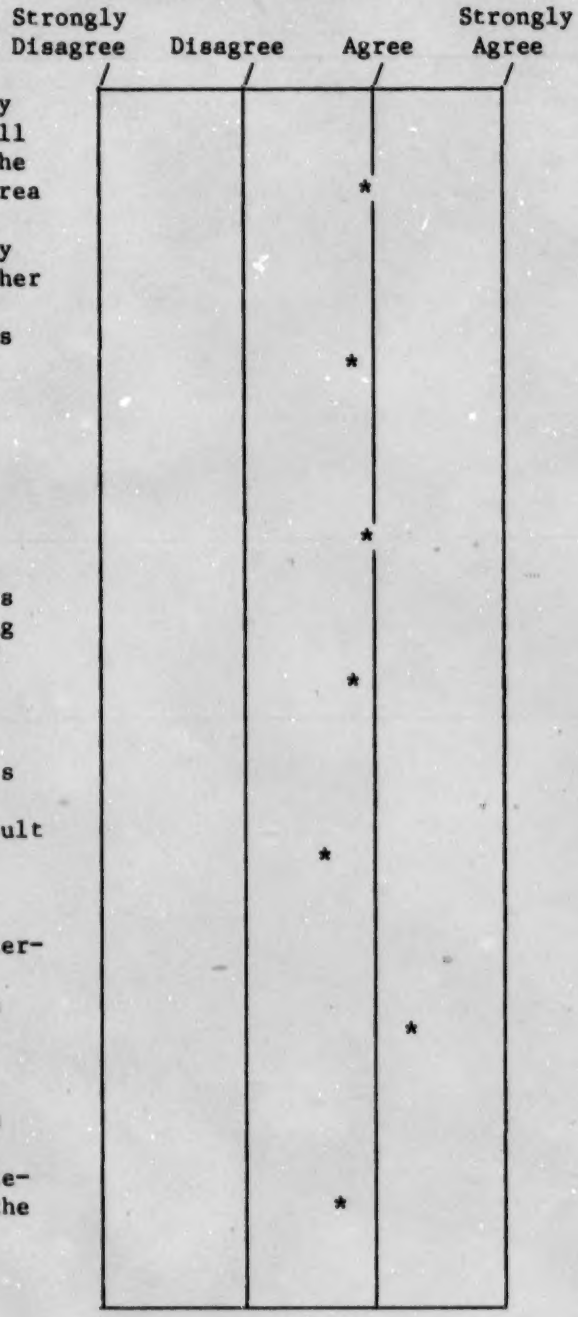
15. I have found descriptions of nationally recognized exemplary programs in the CETA area very interesting

16. These exemplary programs have been very useful to me in developing similar programs or related policies in my state.

17. I have found it very useful to visit or talk with the developers of such programs.

Feedback on CETA/Education Collaboration

Michigan



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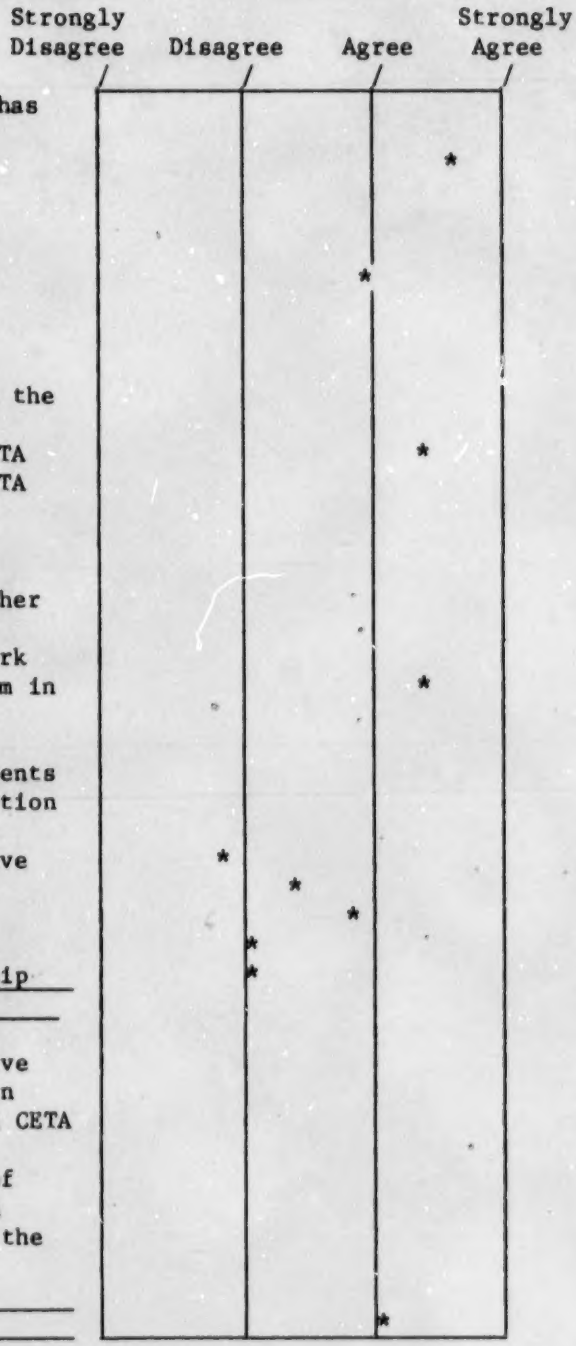
4. I think that our agency's human resources are being well used as a result of these collaborative activities.

5. I think that our agency's physical resources are being well used as a result of these collaborative activities

6. I think that through inter-agency collaborative activities we could more effectively use our resources in this area.

7. I think that we have the necessary mechanism in place for effective state-level collaboration in the CETA/Career Education area.

Michigan, con't



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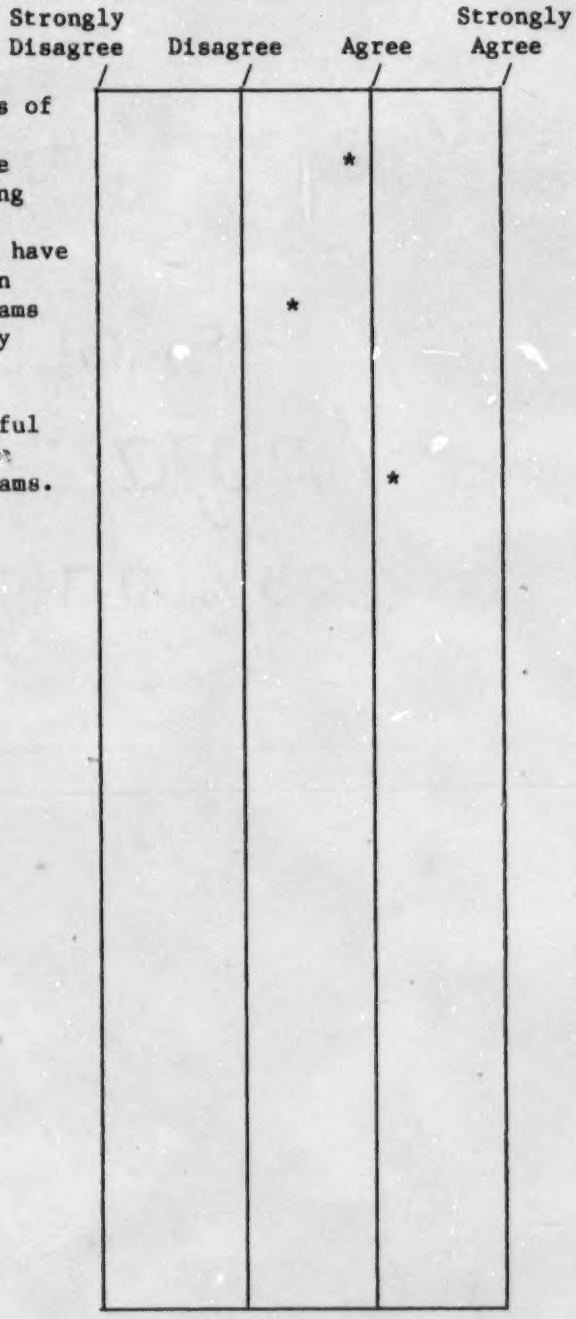
12. I think that the impediments to interagency collaboration in these areas are:
    - No state-level initiative
    - No agency initiative
    - Lack of time
    - Lack of money
    - Other Lack of Leadership

13. Collaborative efforts have been used successfully in subject areas other than CETA

14. I am aware of a number of exemplary programs which have been recognized at the national level.
    Please indicate _____
    70001

Michigan, con't



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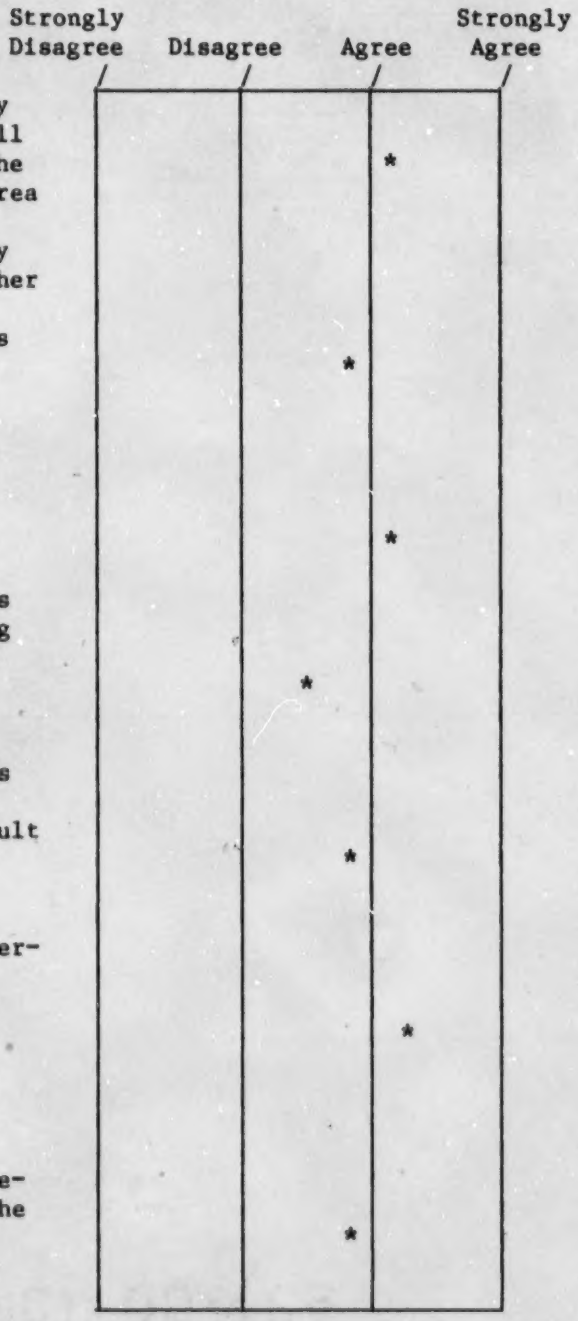
Feedback on CETA/Education Collaboration

Mississippi



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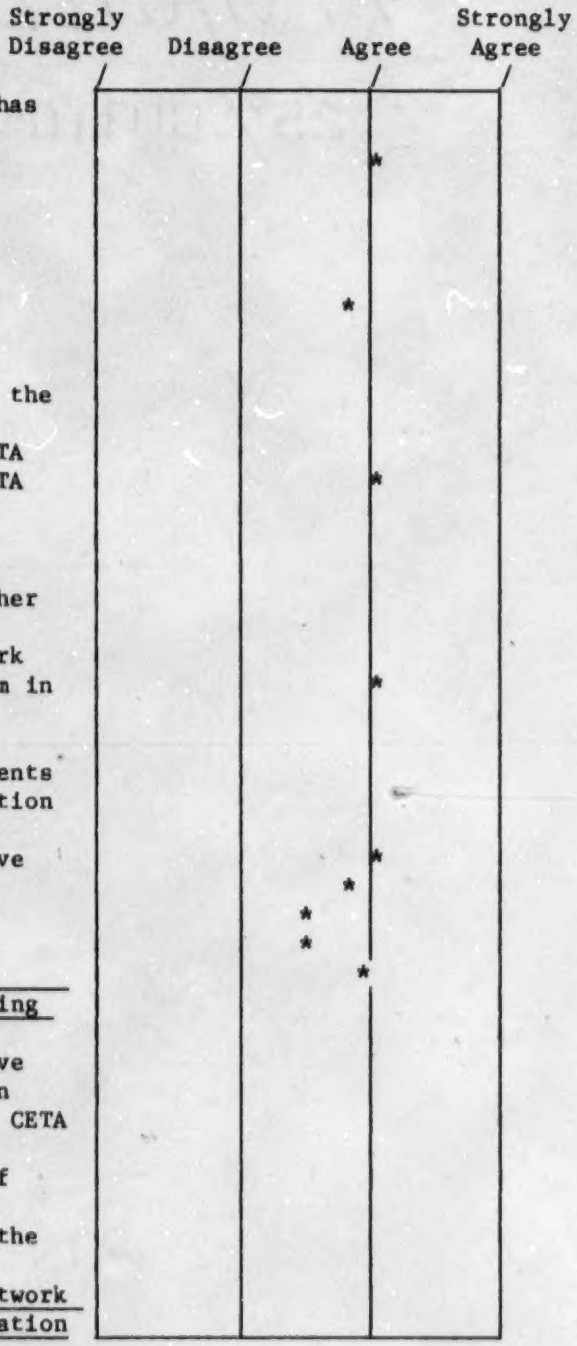
Mississippi, con't



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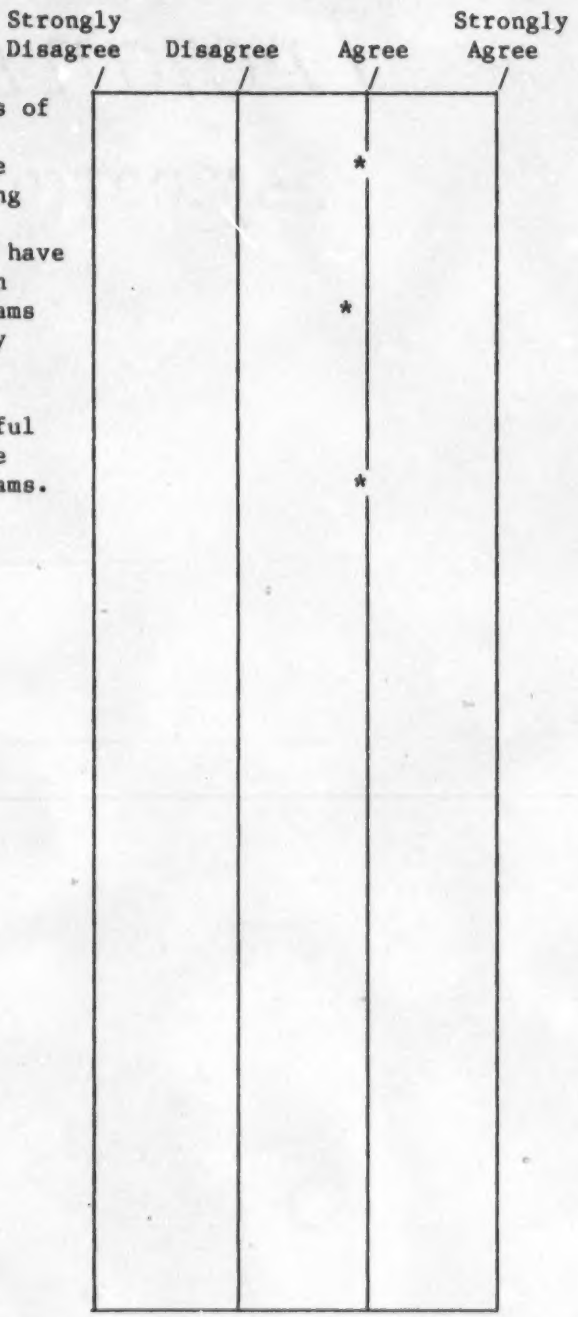
    No state-level initiative
    No agency initiative
    Lack of time
    Lack of money
    Other "ownership" lack of creative thinking

13. Collaborative efforts have been used successfully in subject areas other than CETA

14. I am aware of a number of exemplary programs which have been recognized at the national level.
    Please indicate a/TTP-Network b/JFY-Boston c/Work Education Council

Mississippi, con't



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